

DOCUMENT RESUME

ED 278 452

JC 870 086

AUTHOR Spann, Milton G., Jr.; Thompson, Cynthia G.
TITLE The National Directory of Exemplary Programs in Developmental Education. Second Edition.
INSTITUTION Appalachian State Univ., Boone, NC. National Center for Developmental Education.
PUB DATE 86
NOTE 234p.
AVAILABLE FROM National Center for Developmental Education, College of Education, Appalachian State University, Boone, NC 28608 (\$11.95).
PUB TYPE Reference Materials - Directories/Catalogs (132)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Community Colleges; *Developmental Programs; *Developmental Studies Programs; Directories; Educational Counseling; Educational Development; Educational Testing; National Surveys; Postsecondary Education; *Remedial Programs; Student Personnel Services; Two Year Colleges; Universities

ABSTRACT

Developmental programs which have reached a relatively mature level of operation and can serve as regional models and resources for each other and for emerging programs are identified in this national directory. Introductory material discusses the need for and purpose of the directory, the selection process used to identify outstanding programs, the information gathering process, the collection and review of documentation, the scope of the programs included, and reflections on developmental education. The bulk of the directory consists of the two sections accompanied by user's guides. The sections contain: (1) a listing by state of institutions with model programs, including a list of particular exemplary components (e.g., placement testing, diagnostic testing, tutoring, tutor training, developmental courses, developmental laboratories, study skills, counseling, advisement, counselor training, peer counseling, English as a Second Language, evaluation, faculty training, financial aid, computer-assisted instruction, and audio-visual services); and (2) a listing of the institutions by exemplary component. Additional sections provide institutional names and addresses; a list of state information coordinators; sample legislation by state; and general information on the National Center for Developmental Education. (LAL)

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The National Directory of Exemplary Programs in Developmental Education

3C 870 086

Milton Q. Stromberg, M. D.
Syndrome of Thalidomide Victims

Second Edition

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At Appalachian State University***

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The Outstanding Contributions Of*

**H&H PUBLISHING
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*To The Field Of Developmental Education
And To Acknowledge
Its Financial Support In The
Publication Of*

***The National Directory Of Exemplary Programs
In Developmental Education***

PREFACE

Each year more than 2,000 requests for information arrive at the Center for Developmental Education. Among these are many requests regarding the location and configuration of exemplary developmental education programs, program components, and legislation affecting these activities at the state level. It has been our privilege to respond to this need with the NATIONAL DIRECTORY OF EXEMPLARY PROGRAMS IN DEVELOPMENTAL EDUCATION.

I believe you will find the directory not only to be a useful resource in identifying model efforts throughout the United States, but a catalyst for further discussion regarding a more sophisticated and comprehensive criteria for the selection of programs and program components deemed exemplary.

A project of this kind is never brought to completion without the hard work of many. Several of these individuals deserve special mention. Without the dedicated assistance of the state information coordinators, the project would have been far less comprehensive. These fine developmental educators, with the support of their respective institutions, communicated with every college and university in their respective states about this project, encouraging them to review the criteria and submit the necessary documentation to be considered for

inclusion in the directory. I am especially grateful to these busy colleagues for their help as well as their enthusiasm and belief in the value of this undertaking.

When a project is successfully completed, there is the one person you can point to and say, "Without her, we would never have made it." We have that person in Cynthia Thompson. Cindy served as project coordinator and in that capacity she was the hub of the communications and documentation review process. As an experienced developmental educator, she made numerous invaluable contributions to every phase of the project. Without Cindy, there would have been no directory. When Cindy trekked off to Harvard for doctoral study, Lisa Kendrick came aboard to tie up the loose ends and to oversee the actual production and printing of the directory. She has done a fine job, as you can see.

Many thanks to Mary Atwater for the excellent job she did in typing the manuscript and to Elaini Eingham, Assistant Director, for her assistance throughout the entire process. It has been a special privilege for me to work with each of these fine professionals whose contributions have made this directory possible.

Every enterprise demands resources and this one is no exception. Grants from Appalachian State's University Research Committee and H & H Publishing

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Company of Clearwater, Florida undergirded the research and development required to bring this project from inception to publication. My gratitude to both for their belief in the value of the project and its potential for contribution to the field.

I am certainly pleased to be able to offer this resource to you with high expectations that you will find it of great practical value as you search for excellence. Best wishes and happy networking.

Milton G. Spann, Jr., Ph.D.
Professor and Director
National Center for Developmental Education

January 1986

INTRODUCTION

The primary purpose of this publication is to identify developmental programs which have reached a relatively mature level of operation, and can serve as regional models and resources for each other and to developing programs throughout the United States. The listing of these sources is intended to strengthen the national network of developmental educators, and enhance the potential for sharing program focus, organization, methods, materials and innovation as all developmental programs grow and change in their efforts to meet student needs.

Indirectly, the Directory provides a showcase acknowledging the expertise, dedication and professionalism of developmental educators. The extensive response to our request for qualified entries demonstrates the maturity of Developmental Education as a widespread and viable unit of academic credibility within the structure of post-secondary education.

Selection Process

Defining Exemplary Programs

The first task of this project was to identify criteria by which programs could be designated "exemplary." Note, the term "exemplary" suggests that a program is worthy of being as an "example" or model in the

profession. This is not to imply that these programs have gone beyond a minimal expectation and achieved some maximum standard of excellence or perfection. Rather, the Center for Developmental Education attempted to define elements which are generally accepted in the field to describe a planned, cohesive and accountable effort to influence student achievement. As a result, programs were asked to submit documentation addressing all of the following criteria:

1. A written statement of program philosophy or rationale.
2. A written statement of program goals and component objectives.
3. A written description of all program components.
4. An ongoing evaluation program accompanied by an annual report demonstrating significant impact on student learning and development.
5. A statement of commitment from the chief academic and/or student personnel officer.
6. The ability and willingness to respond to requests for information contained in items 1-5 above.

It is the feeling of the Center for Developmental Education that the documentation supplied through these criteria provides a tangible resource for sharing information among programs. Although this is not an attempt to define excellence in developmental education, it is, perhaps an appropriate step in an ongoing process leading toward the identification of acceptable standards of operation within the profession.

Information Gathering Process

State Information Coordinators

In most states a State Information Coordinator was appointed by the Center for Developmental Education. These individuals are recognized as key resource people who are stature in their awareness of the status of developmental education within their home states, and were instrumental in collecting documentation and surveying legislation. In addition, State Information Coordinators have agreed to continue to serve as resource people to whom inquiries can be directed regarding developmental education in their states. We would encourage the users of this directory to go beyond the information found here and tap the knowledge and expertise of the State Information Coordinators.

Collection and Review of Documentation

State Information Coordinators were asked to invite colleges and universities in

their respective states to submit documentation identifying exemplary developmental programs as defined by the criteria set forth. (In the few states where a State Information Coordinator was not available, invitations were sent directly from the Center.) Programs which chose to participate in the project submitted documentation to the State Coordinator who performed an initial screening to evaluate whether or not all the criteria were addressed. After any necessary follow-up was completed, Coordinators forwarded all information collected to the Center for Developmental Education for further review.

This Directory can only claim to be as comprehensive as the information submitted. Bear in mind, the simple logistics of acquiring documentation are in no way fool proof. Invitations to participate were sent to all post-secondary institutions in each state; however, if the person responsible for the developmental program on a specific campus was unknown, the invitation was addressed to either the dean of academic affairs or the dean of student personnel services. It is not unlikely that many of these invitations were not forwarded to program directors or faculty who may have chosen to participate if they had been aware of the opportunity.

It is also the case that since developmental educators are notoriously "overextended" in their duties and responsibilities, it is reasonable to assume many chose not to participate simply because they did not have time to compile the documentation requested.

Documentation provided by each program was fully evaluated at the Center for Developmental Education. Only those programs which submitted clear documentation addressing each of the criteria were selected to appear in the directory. In many cases where adequate documentation was implied, but not actually submitted, follow-up letters were sent requesting specific information.

This review looked for statements of specific program and component objectives which clearly reflected in each program's evaluation plan. The evaluation component was particularly critical. The programs listed generally provided both qualitative and quantitative analysis of a variety of data which collectively demonstrates that the program is showing significant impact on student achievement. These evaluations are descriptive of student success within the context of the program itself as well as students' long-term success in the mainstream of academic life.

Many programs submitting documentation to Center did not meet the criteria. In fact, not slightly more than fifty percent did. That is not to say those programs are necessarily deficient in their services, but rather, the evaluation of services was either limited in scope, or the evaluation program had not been implemented for a long enough period of time to generate sufficient data on student performance.

Type of Programs Included

Not all programs cited are comprehensive developmental programs. Many schools provide

a limited number of developmental components; however, where these specific components were able to meet the selection criteria they were included. Early in the project, some thought was given to highlighting particularly comprehensive programs. As more programs were submitted and evaluated, a large number fell into this category, speaking well for the all inclusive nature of developmental education on American campuses. The breadth of many of the programs should be evident from the components listed.

Reflections

Since this was not a systematic study of developmental programs, it would be difficult to defend broad, conclusive generalizations describing the current "state of the art" on college and university campuses. At the same time, it may be remiss to refrain from sharing a few impressions and observations.

After reading and reviewing all of the documentation submitted, it appears that developmental education as a profession has achieved a level of maturity which will allow it to make significant progress on the research front during the next decade. Contrary to the belief that developmental programs differ considerably from one institution to another, the similarities and consistencies among programs found in this study will lend themselves to both systematic and longitudinal examination. We should be able to reliably measure the impact we are having on student achievement as well as the more qualitative influence we bring to post-secondary education as a whole.

It is also clear that institutional support, both philosophical and tangible, recognizes the developmental program as an integral component within the college and university community. Granted, this coupling of programs is limited by the requirement to submit evidence of institutional support, but beyond the glowing endorsements of deans and presidents, the recognized status of developmental programs clearly escalated in recent years. Of more than 300 programs, there is evidence indicate that the organizational norm is shifting toward department or divisional status within the academic structure. These developmental education units integrate their services college-wide from a unified rather than functioning as the once stereotypical orphans of English and mathematics departments.

Finally, the selection criteria
tated a high level of coherence between
planning stages and evaluation stages
the programs in this sample, but it was
ensely refreshing to read the well-
ught-out, multifaceted goals and
ectives which drew close connections
n philosophy to implementation to
luation. If developmental education
ginated as a knee-jerk response to a
perate need, it has come full circle
represent one of the most systematically
nned and best monitored enterprises in
tsecondary education.

We are pleased to have participated in this project and value the communication and information provided by the State Information Coordinators and individuals responding to our request. We hope this Directory provides a useful reference for further communication, learning, program development and inquiry into our profession.

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Appalachian State University
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Milton G. Spann, Jr. Cynthia G. Thompson
Project Director Project Coordinator

USER'S GUIDE FOR LISTING BY STATE

During the final review of the documentation submitted by the exemplary programs, nineteen components were found common among developmental programs nationwide. Contained in this section of the Directory, you will find a comprehensive listing of those component parts as they were submitted by each institution. However, listing of these parts does not mean that each of them should be construed exemplary. For a listing of exemplary components, see page 28. To facilitate the use of this section, we have listed below all nineteen components and any abbreviations used to represent them.

placement testing	
diagnostic testing	
tutoring	
tutor training	
developmental courses - dev. courses	
English	Eng.
Mathematics	Mth.
Reading	Rdg.
developmental laboratories-dev. labs	
English	Eng.
Mathematics	Mth.
Reading	Rdg.
study skills	
counseling	
academic	
personal	
career	
social	
advancement	
counselor training	
peer counseling	

English as a second language - ESL
learning disabled - LD
evaluations - eval.
faculty training
financial aid - FA
international & exchange
computer assisted instruction - CAI
audio-visual services - AV services

If you are attempting to locate all institutions containing a particular component, please see the section entitled "Listing by Component."

LISTING BY STATE

ALABAMA

Alabama Agricultural & Mechanical University

Placement testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), CAI.

Auburn University at Montgomery

Placement testing, tutoring, dev. courses (Eng., Mth.), eval., CAI.

George Corley Wallace State Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, counselor training, ESL, LD, FA, CAI.

Jackson State University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, counselor training, ESL, LD, FA, CAI.

Lurleen B. Wallace State Junior College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., FA, CAI, A-V services.

Troy State University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, Eval., FA, CAI, A-V services.

ALASKA

Anchorage Community College

Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), counselor training, eval., faculty training, CAI.

Components

ARIZONA

Eastern Arizona College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, counselor training, ESL, eval., faculty training.

Pima Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social) advisement, ESL, LD, eval., faculty training, CAI.

Rio Salado Community College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (personal, career), advisement, ESL, eval., faculty training, CAI, A-V services.

ARKANSAS

Garland County Community College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career), eval., faculty training, financial aid.

CALIFORNIA

California State University, Fullerton

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), ESL, eval., faculty training, A-V services.

California State University, Long Beach

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, ESL, eval., faculty training, CAI, A-V services.

Components

San Diego State University

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., CAI.

Santa Barbara City College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), advisement, peer counseling, ESL, LD, eval., faculty training, financial aid, international & exchange, CAI.

University of California, Davis

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., financial aid.

COLORADO

Regis College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, LD, eval., faculty training, CAI, A-V services,

CONNECTICUT

Greater Hartford Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Rdg.), counseling (academic, personal, career), ESL, eval., financial aid.

Mitchell College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic), LD, eval., A-V services.

University of Hartford

Placement testing, dev. courses (Eng., Mth., Rdg.),
study skills, counseling (personal, career), advisement,
CAI.

Components

University of New Haven

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, LD, eval.

WASHINGTON, D.C.

Howard University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), CAI, A-V services.

FLORIDA

Santa Fe Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), eval., faculty training.

Tallahassee Community College

Placement testing, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career), study skills, CAI.

GEORGIA

Albany State College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.

Armstrong State College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), faculty training, CAI.

Components

Columbus College	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement, LD, faculty training, CAI.
Georgia Southern College	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), eval., financial aid.
Georgia Southwestern College	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval., faculty training.
Kennesaw College	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training.
Savannah State College	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), eval.
University of Georgia	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval.
<u>HAWAII</u>	
Hawaii Pacific College	Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), ESL, eval.

Components

Kapiolani Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), eval., A-V services.

University of Hawaii, Manoa

Dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), eval., financial aid.

Winward Community College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, LD, eval., financial aid.

IDAHO

North Idaho College

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid, CAI.

Ricks College

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid, CAI.

ILLINOIS

College of Lake County

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), eval., faculty training.

John Wood Community College

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement.

Components

National College of Education	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), ESL, eval., financial aid, CAI.
Prairie State College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), ESL.
Triton College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, advisement, ESL, LD, eval., CAI.

INDIANA

Indiana Vocational Technical College, Indianapolis	Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval.
Indiana Vocational Technical College, Terre Haute	Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval., CAI.
Purdue University, Calumet	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, career), eval.
Purdue University, North Central	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., financial aid, CAI.

Components

University of Evansville

Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., international & exchange.

IOWA

Central College

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal), eval.

Clinton Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training, CAI, A-V services.

Drake University

Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), eval.

Hawkeye Technical Developmental Education Program

Diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), LD, eval, faculty training, financial aid.

Iowa Lakes Community College

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), LD, eval.

Iowa Valley Community College District

Dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval. 35

Components

KANSAS

Benedictine College

Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

Butler County Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (career), eval.

KENTUCKY

Asbury College

Placement testing, tutoring, dev. courses (Eng., Rdg.), dev. labs (Eng., Rdg.), study skills, eval.

Berea College

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), study skills.

Brescia College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval., financial aid.

Cumberland College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Writing), counseling (academic, personal, career, social), study skills, advisement, eval., CAI.

Jefferson Community College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. lab (Writing), study skills, ESL, eval., faculty training, CAI.

Components

Kentucky Wesleyan College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. lab (Writing), study skills, counseling (academic, personal, career, social), advisement, ESL, eval.

Lees College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), counselor training, eval., faculty training, CAI.

Murray State University

Placement testing, tutoring, tutor training, dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), LD, eval.

Union College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., financial aid.

LOUISIANA

Delgado Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, ESL, eval., faculty training.

Louisiana Tech University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.

Southeastern Louisiana University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.

Components

Southern University, Junior Division

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), study skills, counseling (academic, personal, career, social), eval., faculty training, CAI.

Southern University at New Orleans

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, financial aid.

The University of Southwestern Louisiana

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAE, A-V services.

MASSACHUSETTS

Greenfield Community College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, peer counseling, LD, eval., faculty training, financial aid.

Mount Wachusett Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, eval., CAI.

MICHIGAN

Glen Oaks Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, ESL, eval., CAI, A-V services.

Components

Grand Rapids Junior College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., faculty training.

Western Michigan University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, LD, eval., financial aid, international & exchange, CAI, A-V services.

MINNESOTA

Minneapolis Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, ESL, LD, eval.

College of St. Thomas

Diagnostic testing, tutoring, dev. courses (Eng., Rdg.), dev. labs (Eng., Rdg.), counseling (academic), eval.

MISSISSIPPI

Copiah - Lincoln Junior College, Natchez Campus

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, eval., faculty training.

Copiah - Lincoln Junior College, Wesson Campus

Placement testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), advisement, eval., faculty training.

Components

Golden Triangle Vocational-Technical Center

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training.

Mississippi Valley State University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), eval.

MISSOURI

Evangel College

Tutoring, study skills, eval.

Jefferson College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.

Northwest Missouri State University

Tutoring, dev. course (Eng.), dev. lab (Eng.), counseling (academic, personal, career, social), advisement, ESL, eval., faculty training.

University of Missouri - Columbia

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid.

University of Missouri - Kansas City

Dev. course (Rdg.), study skills, eva.

MONTANA

Missoula Vocational Technical Center

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), peer counseling, eval.

Components

NEBRASKA

College of Saint Mary

Placement testing, tutoring, dev. labs (Eng., Mth.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training.

Northeast Technical Community College

Dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., CAI.

NEW HAMPSHIRE

Keene State College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), counseling (academic), advisement, LD, eval., financial aid.

NEW JERSEY

Bergen Community College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., CAI.

Bloomfield College

Diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal), eval., faculty training.

Burlington County College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career), eval., faculty training, A-V services.

Cumberland County College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (career), ESL, eval., international & exchange.

Components

Glassboro State College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic), advisement, eval., CAI.

Gloucester County College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.

Mercer County Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), advisement, ESL, eval., faculty training.

Saint Peter's College

Placement testing, tutoring tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), advisement, eval., CAI, A-V services.

NEW MEXICO

Eastern New Mexico University

Placement testing, diagnostic testing, dev. courses (Eng., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

Eastern New Mexico University - Roswell

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval.

University of New Mexico

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills counseling (academic, personal, career, social), advisement, eval.

Components

NEW YORK

Cazenovia College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. lab (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., financial aid, CAI.

Cornell University

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal), advisement, eval.

Fredonia State University College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), eval., financial aid, CAI.

Genesee Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training.

Mohawk Valley Community College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), study skills, ESL, eval.

Niagara University

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.

Rochester Institute of Technology

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, international & exchange, CAI.

Components

Rockland Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, financial aid, CAI.

Schenectady County Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, eval., faculty training.

SUNY Agricultural & Technical College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., A-V services.

NORTH CAROLINA

Appalachian State University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, LD, eval., faculty training, financial aid, CAI.

Gardner-Webb College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), counseling (academic), advisement, eval.

Guilford Technical Community College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training.

Components

North Carolina A & T State University

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, eval., CAI.

Randolph Technical College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval.

Sampson Technical College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., faculty training, financial aid, CAI.

OHIO

Cincinnati Technical College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

Cuyahoga Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), eval.

Oberlin College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.

Ohio University

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, LD, eval., financial aid.

Components

Terra Technical College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), advisement, eval.

University of Dayton

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, eval., faculty training.

University of Toledo, University Community & Technical College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic personal, career, social), advisement, eval.

Wayne General & Technical College/The University of Akron

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, LD, eval., CAI.

PENNSYLVANIA

Allentown College of St. Francis de Sales

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.

Harrisburg Area Community College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, financial aid, CAI.

Components

Keystone Junior College

Tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), eval., faculty training, CAI.

La Salle University

Diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, eval., faculty training, financial aid.

Mansfield University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), counselor training, eval.

Pennsylvania State University

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, social, personal), LD, eval., faculty training.

Pennsylvania State University,
Schuylkill Campus

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, advisement, eval., CAI.

Point Park College

Tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career, social), eval.

Saint Vincent College

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), eval., financial aid.

Components

Shippensburg University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.

Slippery Rock University

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, counselor training, peer counseling, eval., faculty training, financial aid.

University of Pittsburgh

Placement testing, tutoring, dev. courses (Rdg., Mth.), dev. labs (Rdg., Mth.), study skills, counseling (academic, personal, career, social), advisement, eval.

Williamsport Area Community College

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

SOUTH CAROLINA

Greenville Technical College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. lab (Eng.), study skills, counseling (academic, personal, career), advisement, ESL, eval., CAI, A-V services.

Horry-Georgetown Technical College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.

Components

Piedmont Technical College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career), advisement, eval., faculty training.

Trident Technical College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), advisement, LD, eval., faculty training, CAI, A-V services.

SOUTH DAKOTA

Black Hills State College

Tutoring, dev. courses (Eng., Mth.), dev. labs (Eng., Mth.), study skills, counseling (academic, personal, career), advisement, eval., CAI.

Dakota Wesleyan University

Tutoring, dev. courses (Eng., Rdg.), study skills, eval.

Sinte Gleska College

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid.

TENNESSEE

Chattanooga State Technical Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., CAI, A-V services.

University of Tennessee at Martin

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval.

Components

TEXAS

Alvin Community College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, financial aid, CAI, A-V services.

Amarillo College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, CAI, A-V services.

Henderson County Junior College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., faculty training, CAI, A-V services.

Paris Junior College

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, eval., faculty training, CAI, A-V services.

University of Texas, El Paso

Placement testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval., faculty training, financial aid, CAI.

Components

University of Texas, Austin
(Learning Skills Center and Cognitive Learning
Strategies Project)

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, peer counseling, ESL, eval., faculty training, CAI.

UTAH

Salt Lake Skills Center

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, career), ESL, LD, eval.

VERMONT

Community College of Vermont

Placement testing, tutoring, dev. courses (Eng., Mth., Rdg.), study skills, counseling (academic, personal), advisement, eval., faculty training, financial aid.

Vermont Technical Center

Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Rdg.), counseling (academic, personal, career), advisement, eval., CAI.

VIRGINIA

Richard Bland College of The College of
William and Mary

Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth.), dev. labs (Eng., Mth.), study skills, counseling (academic), advisement, eval.

WASHINGTON

Fort Steilacoom Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, LD, eval., faculty training.

Components

Highline Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), ESL, LD, eval., faculty training.

Tacoma Community College

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, career), advisement, ESL, eval., financial aid.

WISCONSIN

University of Wisconsin - Eau Claire

Tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., faculty training, financial aid.

University of Wisconsin - La Crosse

Placement testing, diagnostic testing, tutoring, dev. courses (Mth., Rdg.), dev. lab (Rdg.), study skills, counseling (academic, personal, career), advisement, LD., eval., financial aid, CAI.

University of Wisconsin - Waukesha

Placement testing, diagnostic testing, tutoring, tutor training, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, ESL, LD, eval., financial aid.

University of Wisconsin - Whitewater

Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., CAI.

USER'S GUIDE FOR
LISTING BY EXEMPLARY COMPONENT

This section of the Directory shows each of the nineteen components separately, and those institutions which include that exemplary component in their program. The listing of institutions is alphabetically designed to facilitate use of this section. Below is a list of the components in the order that they appear with the page number where each can be found.

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LISTING BY EXEMPLARY COMPONENT

PLACEMENT TESTING

Alabama Agricultural & Mechanical University	Cincinnati Technical College
Albany State College	Clinton Community College
Allentown College of St. Francis de Sales	College of Lake County
Alvin Community College	College of St. Mary
Amarillo College	Community College of Vermont
Appalachian State University	Copiah - Lincoln Junior College/Natchez Campus
Armstrong State College	Copiah - Lincoln Junior College/Wesson Campus
Asbury College	Cumberland College
Auburn University at Montgomery	Cumberland County College
Bergen Community College	Cuyahoga Community College
Brescia College	Delgado Community College
Burlington County College	Eastern Arizona College
Butler County Community College	Eastern New Mexico University
California State University, Long Beach	Eastern New Mexico University, Roswell
Cazenovia College	Fort Steilacoom Community College
Chattanooga State Technical Community College	Fredonia State University College

Gardner-Webb College

Garland County Community College

Genesee Community College

George Corley Wallace State Community College

Glassboro State College

Glen Oaks Community College

Gloucester County College

Golden Triangle Vocational Technical Center

Grand Rapids Junior College

Greater Hartford Community College

Greenfield Community College

Greenville Technical College

Guilford Technical Community College

Harrisburg Area Community College

Hawaii Pacific College

Henderson County Junior College

Highline Community College

Horry - Georgetown Technical College

Howard University

Jacksonville State University

Jefferson College

Jefferson Community College

John Wood Community College

Kapiolani Community College

Keene State College

Kentucky Wesleyan College

Lees College

Louisiana Technical University

Lurleen B. Wallace State Junior College

Mansfield University

Mercer County Community College

Minneapolis Community College

Mississippi Valley State University

Missoula Vocational Technical Center

Mitchell College

Mohawk Valley Community College

Mount Wachusett Community College

Murray State University

National College of Education

Niagara University

North Carolina A & T State University
Oberlin College
Ohio University
Paris Junior College
Pennsylvania State University
Piedmont Technical College
Pima Community College
Prairie State College
Purdue University, Calumet
Purdue University, North Central
Randolph Technical College
Regis College
Richard Bland College of
The College of William and Mary
Rio Salado Community College
Rochester Institute of Technology
Rockland Community College
Saint Peter's College
Saint Vincent College
Salt Lake Skills Center
Sampson Technical College
Santa Barbara City College
Santa Fe Community College
Savannah State College
Schenectady County Community College
Shippensburg University
Sinte Gleska College
Slippery Rock University
Southeastern Louisiana University
Southern University, Junior Division
Southern University at New Orleans
SUNY Agricultural and Technical College
Tacoma Community College
Tallahassee Community College
Terra Technical College
Trident Technical College
Triton College
Troy State University
Union College
University of California at Davis
University of Dayton

University of Georgia
University of Hartford
University of New Haven
University of New Mexico
University of Pittsburgh
University of Southwestern Louisiana
University of Tennessee at Martin
University of Texas, Austin
University of Texas, El Paso
University of Toledo, University Community
and Technical College
University of Wisconsin - La Crosse
University of Wisconsin - Waukesha
University of Wisconsin - Whitewater
Wayne General and Technical College/
The University of Akron
Western Michigan University
Williamsport Area Community College
Windward Community College

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DIAGNOSTIC TESTING

Alabama Agricultural & Mechanical University	College of St. Thomas
Albany State College	Columbus College
Allentown College of St. Francis de Sales	Copiah - Lincoln Junior College/Natchez Campus
Alvin Community College	Cumberland College
Amarillo College	Cumberland County College
Anchorage Community College	Drake University
Appalachian State University	Eastern Arizona College
Armstrong State College	Eastern New Mexico University, Roswell
Benedictine College	Fort Steilacoom Community College
Bergen Community College	Gardner-Webb College
Bloomfield College	Genesee Community College
Brescia College	George Corley Wallace State Community College
Burlington County College	Georgia Southern College
Butler County Community College	Georgia Southwestern College
California State University, Fullerton	Glassboro State College
Cazenovia College	Golden Triangle Vocational Technical Center
Central College	Greater Hartford Community College
Chattanooga State Technical Community College	Greenville Technical College

Guilford Technical Community College	Mercer County Community College
Hawkeye Technical Developmental Education Program	Minneapolis Community College
Henderson County Junior College	Mississippi Valley State University
Highline Community	Missoula Vocational Technical Center
Horry - Georgetown Technical College	Mitchell College
Howard University	National College of Education
Indiana Vocational Technical College	North Idaho College
Indiana Vocational Technical College, Terre Haute	Oberlin College
Iowa Lakes Community College	Ohio University
Jacksonville State University	Paris Junior College
Jefferson College	Piedmont Technical College
Jefferson Community College	Pima Community College
Kapiolani Community College	Purdue University, Calumet
Keene State College	Purdue University, North Central
Kentucky Wesleyan College	Regis College
La Salle University	Richard Bland College of The College of William and Mary
Lees College	Ricks College
Louisiana Tech University	Rio Salado Community College
Lurleen B. Wallace State Junior College	Rochester Institute of Technology
Mansfield University	Sampson Technical College

San Diego State University
Santa Barbara City College
Savannah State College
Shippensburg University
Slippery Rock University
Southeastern Louisiana University
Southern University, Junior Division
Southern University of New Orleans
SUNY Agricultural and Technical College
Taco... City College
Trident Technical College
Triton College
Troy State University
University of Evansville
University of Tennessee at Martin
University of Texas, Austin
University of Wisconsin - La Crosse
University of Wisconsin - Waukesha
Western Michigan University

TUTORING

Alabama Agricultural & Mechanical University	California State University, Long Beach
Albany State College	Cazenovia College
Allentown College of St. Francis de Sales	Central College
Alvin Community College	Chattanooga State Technical Community College
Amarillo College	Cincinnati Technical College
Anchorage Community College	Clinton Community College
Appalachian State University	College of Lake County
Armstrong State College	College of St. Mary
Asbury College	College of St. Thomas
Auburn University at Montgomery	Community College of Vermont
Benedictine College	Copiah - Lincoln Junior College/Natchez Campus
Berea College	Cornell University
Black Hills State College	Cumberland College
Bloomfield College	Cuyahoga Community College
Brescia College	Dakota Wesleyan University
Burlington County College	Delgado Community College
Butler County Community College	Eastern Arizona College
California State University, Fullerton	Eastern New Mexico University

Eastern New Mexico University, Roswell
Evangel College
Fort Steilacoom Community College
Fredonia State University College
Garland County Community College
Genesee Community College
George Corley Wallace State Community College
Georgia Southwestern College
Glassboro State College
Glen Oaks Community College
Gloucester County College
Grand Rapids Junior College
Greater Hartford Community College
Greenfield Community College
Harrisburg Area Community College
Hawaii Pacific College
Henderson County Junior College
Highline Community College
Horry - Georgetown Technical College
Howard University
Indiana Vocational Technical College, Terre Haute
Iowa Lakes Community College
Jacksonville State University
Jefferson College
John Wood Community College
Kapiolani Community College
Kennesaw College
Kentucky Wesleyan College
Keystone Junior College
La Salle University
Lees College
Louisiana Tech University
Lurleen B. Wallace State Junior College
Mansfield University
Mercer County Community College
Minneapolis Community College
Mississippi Valley State University
Mitchell College
Mount Wachusett Community College

Murray State University	Ricks College
National College of Education	Rochester Institute of Technology
Niagara University	Rockland Community College
North Carolina A & T State University	Saint Peter's College
Northwest Missouri State University	Saint Vincent College
Oberlin College	Salt Lake Skills Center
Ohio University	Sampson Technical College
Paris Junior College	San Diego State University
Pennsylvania State University	Santa Barbara City College
Pennsylvania State University, Schuylkill Campus	Santa Fe Community College
Piedmont Technical College	Schenectady County Community College
Pima Community College	Shippensburg University
Point Park College	Sinte Gleska College
Prairie State College	Slippery Rock University
Purdue University, Calumet	Southeastern Louisiana University
Purdue University, North Central	Southern University at New Orleans
Randolph Technical College	SUNY Agricultural and Technical College
Regis College	Tacoma Community College
Richard Bland College of The College of William and Mary	Terra Technical College
	Triton College

Troy State University	Wayne General and Technical College/ The University of Akron
Union College	Western Michigan University
University of California at Davis	Williamsport Area Community College
University of Dayton	Windward Community College
University of Evansville	
University of Georgia	
University of Missouri - Columbia	
University of New Haven	
University of New Mexico	
University of Pittsburgh	
University of Southwestern Louisiana	
University of Tennessee at Martin	
University of Texas, Austin	
University of Texas, El Paso	
University of Toledo, University Community and Technical College	
University of Wisconsin - Eau-Claire	
University of Wisconsin - La Crosse	
University of Wisconsin - Waukesha	
Vermont Technical College	

TUTOR TRAINING

Amarillo College	Murray State University
Anchorage Community College	Niagara University
Appalachian State University	Pennsylvania State University
Benedictine College	Pima Community College
California State University, Long Beach	Regis College
College of Lake County	Saint Peter's College
Eastern Arizona College	Saint Vincent College
Fort Steilacoom Community College	Sampson Technical College
Garland County Community College	Shippensburg University
Greenfield Community College	Slippery Rock University
Harrisburg Area Community College	Southern University at New Orleans
Highline Community College	Tacoma Community College
Kapiolani Community College	Terra Technical College
Keystone Junior College	Troy State University
La Salle University	University of California at Davis
Lees College	University of Dayton
Louisiana Tech University	University of Evansville
Mansfield University	University of Southwestern Louisiana
Minneapolis Community College	University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - Waukesha

Western Michigan University

Windward Community College

DEVELOPMENTAL COURSES

Special Notes: 1 - English
2 - Mathematics
3 - Reading

Alabama Agricultural & Mechanical University
(1, 2, 3)

Albany State College (1, 2, 3)

Allentown College of St. Francis de Sales
(1, 2, 3)

Alvin Community College (1, 2, 3)

Amarillo College (1, 2, 3)

Anchorage Community College (1, 2, 3)

Appalachian State University (1, 2, 3)

Armstrong State College (1, 2, 3)

Asbury College (1, 3)

Auburn University at Montgomery (1, 2)

Benedictine College (1, 3)

Berea College (1, 2, 3)

Bergen Community College (1, 2, 3)

Black Hills State College (1, 2)

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Bloomfield College (1, 2, 3)

Brescia College (1, 2, 3)

Burlington County College (1, 2, 3)

Butler County Community College (1, 2, 3)

California State University, Fullerton (1, 2, 3)

California State University, Long Beach
(1, 2, 3)

Cazenovia College (1, 2, 3)

Central College (1, 2, 3)

Chattanooga State Technical Community College
(1, 2, 3)

Cincinnati Technical College (1, 2, 3)

Clinton Community College (1, 2, 3)

College of Lake County (1, 2, 3)

College of St. Thomas (1, 3)

Columbus College (1, 2, 3)

Community College of Vermont (1, 2, 3)

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h - Lincoln Junior College/
Natchez Campus (1, 2, 3)

ell University (1, 2, 3)

erland College (1, 2, 3)

erland County College (1, 2, 3)

hoga Community College (1, 2, 3)

ta Wesleyan University (1, 3)

do Community College (1, 2, 3)

e University (1, 2, 3)

ern Arizona College (1, 2, 3)

ern New Mexico University (1, 3)

ern New Mexico University, Roswell
(1, 2, 3)

Steilacoom Community College (1, 2, 3)

nia State University College (1, 2, 3)

er-Webb College (1, 2, 3)

nd County Community College (1, 2, 3)

see Community College (1, 2, 3)

ge Corley Wallace State Community
College (1, 2, 3)

gia Southern College (1, 2, 3)

Georgia Southwestern College (1, 2, 3)

Glassboro State College (1, 2, 3)

Glen Oaks Community College (1, 2, 3)

Gloucester County College (1, 2, 3)

Golden Triangle Vocational Technical Center
(1, 2, 3)

Grand Rapids Junior College (1, 2, 3)

Greater Hartford Community College (1, 3)

Greenfield Community College (1, 2, 3)

Greenville Technical College (1, 2, 3)

Guilford Technical Community College (1, 2, 3)

Harrisburg Area Community College (1, 2, 3)

Hawaii Pacific College (1, 2, 3)

Hawkeye Technical Developmental Education
Program (1, 2, 3)

Henderson County Junior College (1, 2, 3)

Highline Community College (1, 2, 3)

Horry - Georgetown Technical College (1, 2, 3)

Howard University (2, 3)

Indiana Vocational Technical College (1, 2, 3)

na Vocational Technical College,
erre Haute (1, 2, 3)

Lakes Community College (1, 2, 3)

Valley Community College District (1, 2, 3)

onville State University (1, 2, 3)

rson College (1, 2, 3)

rson Community College (1, 2, 3)

Wood Community College (1, 2, 3)

lani Community College (1, 2, 3)

State College (1, 2, 3)

saw College (1, 2, 3)

cky Wesleyan College (1, 2, 3)

one Junior College (1, 2, 3)

lle University (1, 2, 3)

College (1, 2, 3)

en B. Wallace State Junior College (1, 2, 3)

ield University (1, 2, 3)

r County Community College (1, 2, 3)

apolis Community College (1, 2, 3)

ssippi Valley State University (1, 2, 3)

ula Vocational Technical Center (1, 2, 3)

Mitchell College (1, 2, 3)

Mohawk Valley Community College (1, 2, 3)

Mount Wachusett Community College (1, 2, 3)

National College of Education (1, 2, 3)

Niagara University (1, 2, 3)

North Carolina A & T State University
(1, 2, 3)

Northeast Technical Community College
(1, 2, 3)

North Idaho College (1, 2, 3)

Northwest Missouri State University (1)

Oberlin College (1, 2, 3)

Ohio University (1, 2, 3)

Paris Junior College (1, 2, 3)

Pennsylvania State University (1, 2, 3)

Pennsylvania State University, Schuylkill
Campus (1, 2, 3)

Piedmont Technical College (1, 2, 3)

Pima Community College (1, 2, 3)

Point Park College (1, 2, 3)

Prairie State College (1, 2, 3)

Purdue University, Calumet (1, 2, 3)

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due University, North Campus (1, 2, 3)
ndolph Technical College (1, 2, 3)
gis College (1, 2, 3)
Richard Bland College of The College of
William and Mary (1, 2)
cks College (1, 3)
 Salado Community College (1, 2, 3)
chester Institute of Technology (1, 2, 3)
ckland Community College (1, 2, 3)
nt Peter's College (1, 2, 3)
nt Vincent College (1, 2, 3)
t Lake Skills Center (1, 2, 3)
ompson Technical College (1, 2, 3)
n Diego State University (1, 3)
ata Barbara City College (1, 2, 3)
ata Fee Community College (1, 2, 3)
annah State College (1, 2, 3)
nenctady County Community College (1, 2, 3)
ppensburg University (1, 2, 3)
te Gleska College (1, 2, 3)
ppery Rock University (1, 2, 3)
Southeastern Louisiana University (1, 2, 3)
Southern University, Junior Division (1, 2, 3)
Southern University at New Orleans (1, 2, 3)
SUNY Agricultural and Technical College (1, 2, 3)
Tacoma Community College (1, 2, 3)
Tallahassee Community College (1, 2, 3)
Terra Technical College (1, 2, 3)
Trident Technical College (1, 2, 3)
Triton College (1, 2, 3)
Troy State University (1, 2, 3)
Union College (1, 2, 3)
University of California at Davis (1, 2, 3)
University of Dayton (1, 2, 3)
University of Evansville (1, 3)
University of Georgia (1, 2, 3)
University of Hartford (1, 2, 3)
University of Hawaii, Manoa (1, 2, 3)
University of Missouri, Columbia (1, 2, 3)
University of Missouri - Kansas City (3)
University of New Haven (1, 2, 3)

University of New Mexico (1, 2, 3)
University of Pittsburgh (2, 3)
University of Southwestern Louisiana (1, 2, 3)
University of Tennessee at Martin (1, 2, 3)
University of Texas, Austin (1, 2, 3)
University of Texas, El Paso (1, 2, 3)
University of Toledo, University Community and
Technical College (1, 2, 3)
University of Wisconsin - Eau-Claire (1, 2, 3)
University of Wisconsin - La Crosse (2, 3)
University of Wisconsin - Waukesha (1, 2, 3)
University of Wisconsin - Whitewater (1, 2, 3)
Vermont Technical College (1, 2, 3)
Wayne General and Technical College/
The University of Akron (1, 2, 3)
Western Michigan University (1, 2, 3)
Williamsport Area Community College (1, 2, 3)
Windward Community College (1, 2, 3)

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DEVELOPMENTAL LABS

Special Notes: 1 - English
2 - Mathematics
3 - Reading

Alabama Agricultural & Mechanical University
(1, 2, 3)

Albany State College (1, 2, 3)

Alvin Community College (1, 2, 3)

Amarillo College (1, 2, 3)

Anchorage Community College (1, 2, 3)

Appalachian State University (1, 2, 3)

Asbury College (1, 3)

Benedictine College (1, 3)

Berea College (1, 3)

Bergen Community College (1, 2, 3)

Black Hills State College (1, 2)

Brescia College (1, 2, 3)

Burlington County College (1, 2, 3)

Butler County Community College (1, 2, 3)

California State University, Fullerton
(1, 2, 3)

California State University, Long Beach (1, 2, 3)

Cazenovia College (1, 2, 3)

Central College (1, 2, 3)

Chattanooga State Technical Community College
(1, 2, 3)

Cincinnati Technical College (1, 2, 3)

Clinton Community College (1, 2, 3)

College of St. Mary (1, 2)

College of St. Thomas (1, 3)

Columbus College (1, 2, 3)

Copiah - Lincoln Junior College/Natchez Campus
(1, 2, 3)

Cornell University (1, 2, 3)

Cumberland College (1)

Cumberland County College (1, 2, 3)

Delgado Community College (1, 2, 3)

Drake University (1, 2, 3)

Eastern Arizona College (1, 2, 3)	Highline Community College (1, 2, 3)
Eastern New Mexico University (1, 3)	Horry - Georgetown Technical College (1, 2, 3)
Eastern New Mexico University, Roswell (1, 2, 3)	Howard University (2, 3)
Fort Steilacoom Community College (1, 2, 3)	Indiana Vocational Technical College (1, 2, 3)
Frederick State University College (1, 2, 3)	Indiana Vocational Technical College, Terre Haute (1, 2, 3)
Gardner-Webb College (1, 2, 3)	Iowa Lakes Community College (1, 2, 3)
Genesee Community College (1, 2, 3)	Jacksonville State University (1, 2, 3)
Georgia Southwestern College (1, 2, 3)	Jefferson College (1, 2, 3)
Glassboro State College (1, 2, 3)	Jefferson Community College (1)
Glen Oaks Community College (1, 2, 3)	John Wood Community College (1, 2, 3)
Gloucester County College (1, 2, 3)	Kapiolani Community College (1, 2, 3)
Golden Triangle Vocational Technical Center (1, 2, 3)	Kennesaw College (1, 2, 3)
Grand Rapids Junior College (1, 2, 3)	Kentucky Wesleyan College (1)
Greenfield Community College (1, 2, 3)	Louisiana Tech University (1, 2, 3)
Greenville Technical College (1)	Lurleen B. Wallace State Junior College (1, 2, 3)
Guilford Technical Community College (1, 2, 3)	Mercer County Community College (1, 2, 3)
Harrisburg Area Community College (1, 2, 3)	Minneapolis Community College (1, 2)
Henderson County Junior College (1, 2, 3)	Mississippi Valley State University (1, 2, 3) 100
	Missoula Vocational Technical Center (1, 2, 3)

Murray State University (1, 2, 3)	Saint Peter's College (1, 2, 3)
National College of Education (1, 2, 3)	Sampson Technical College (1, 2, 3)
Niagara University (1, 2, 3)	Santa Barbara City College (1, 2, 3)
North Carolina A & T State University (1, 2, 3)	Santa Fe Community College (1, 2, 3)
Northeast Technical Community College (1, 2, 3)	Savannah State College (1, 2, 3)
Northwest Missouri State University (1)	Southeastern Louisiana University (1, 2, 3)
Oberlin College (1, 2, 3)	Southern University, Junior Division (1, 3)
Ohio University (1, 2, 3)	Southern University at New Orleans (1, 2, 3)
Paris Junior College (1, 2, 3)	SUNY Agricultural and Technical College (1, 2, 3)
Pennsylvania State University (1, 2, 3)	Tacoma Community College (1, 2, 3)
Pennsylvania State University, Schuylkill Campus (1, 2, 3)	Tallahassee Community College (1, 2, 3)
Piedmont Technical College (1, 2, 3)	Terra Technical College (1, 2, 3)
Pima Community College (1, 2, 3)	Trident Technical College (1, 2, 3)
Prairie State College (1)	Troy State University (1, 2, 3)
Regis College (1, 2, 3)	University of Dayton (1, 2, 3)
Richard Bland College of The College of William and Mary (1, 2)	University of Evansville (1, 3)
Ricks College (1, 3)	University of Georgia (1, 2, 3)
Rio Salado Community College (1, 2, 3)	University of Missouri - Columbia (1, 2, 3)
Rochester Institute of Technology (1, 2, 3)	University of New Haven (1, 2, 3)
Rockland Community College (1, 2, 3)	University of New Mexico (1, 2, 3)

University of Pittsburgh (2, 3)
University of Southwestern Louisiana (1, 2, 3)
University of Tennessee at Martin (1, 2, 3)
University of Texas, Austin (1, 2, 3)
University of Texas, El Paso (1, 2, 3)
University of Toledo, University Community
and Technical College (1, 2, 3)
University of Wisconsin - Eau-Claire
(1, 2, 3)
University of Wisconsin - La Crosse (3)
University of Wisconsin - Waukesha (1, 2, 3)
University of Wisconsin - Whitewater
(1, 2, 3)
Vermont Technical College (1, 3)
Wayne General and Technical College/The
University of Akron (1, 2, 3)
Western Michigan University (1, 2, 3)
Williamsport Area Community College (1, 2, 3)
Windward Community College (1, 2, 3)

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STUDY SKILLS

Alabama State College	Clinton Community College
Allentown College of St. Francis de Sales	College of St. Mary
Alvin Community College	Columbus College
Amarillo College	Community College of Vermont
Appalachian State University	Cumberland College
Armstrong State College	Dakota Wesleyan University
Asbury College	Delgado Community College
Benedictine College	Drake University
Bergen Community College	Eastern New Mexico University
Black Hills State College	Eastern New Mexico University, Roswell
Brescia College	Evangel College
Butler County Community College	Fort Steilacoom Community College
California State University, Fullerton	Fredonia State University College
California State University, Long Beach	Genesee Community College
Cazenovia College	Glassboro State College
Central College	Glen Oaks Community College
Chattanooga State Technical Community College	Gloucester County College
Cincinnati Technical College	Grand Rapids Junior College

Greenville Technical College		Lurleen B. Wallace State Junior College
Guilford Technical Community College		Mansfield University
Harrisburg Area Community College		Minneapolis Community College
Henderson County Junior College		Mississippi Valley State University
Highline Community College		Missoula Vocational Technical Center
Horry - Georgetown Technical College		Mitchell College
Howard University		Mohawk Valley Community College
Indiana Vocational Technical College		Mount Wachusett Community College
Indiana Vocational Technical College, Terre Haute		Murray State University
Iowa Lakes Community College		National College of Education
Jacksonville State University		North Carolina A & T State University
Jefferson College		North Idaho College
Jefferson Community College		Oberlin College
John Wood Community College		Ohio University
Kapiolani Community College		Paris Junior College
Keystone Junior College		Piedmont Technical College
La Salle University		Pima Community College
Lees College		Purdue University, North Central
Louisiana Tech University	105	Randolph Technical College
		Regis College

Richard Bland College of The College of William and Mary	Triton College
Ricks College	Troy State University
Rio Salado Community College	Union College
Rochester Institute of Technology	University of California at Davis
Rockland Community College	University of Dayton
Saint Vincent College	University of Evansville
Sampson Technical College	University of Hartford
San Diego State University	University of Hawaii, Manoa
Santa Barbara City College	University of Missouri - Columbia
Schenectady County Community College	University of Missouri - Kansas City
Shippensburg University	University of New Haven
Sinte Gleska College	University of New Mexico
Slippery Rock University	University of Pittsburgh
Southern University, Junior Division	University of Southwestern Louisiana
Southern University at New Orleans	University of Tennessee at Martin
SUNY Agricultural and Technical College	University of Texas, Austin
Tacoma Community College	University of Texas, El Paso
Tallahassee Community College	University of Toledo, University Community and Technical College
Terra Technical College	University of Wisconsin - Eau-Claire
Trident Technical College	University of Wisconsin - La Crosse

University of Wisconsin - Waukesha
University of Wisconsin - Whitewater
Wayne General and Technical College
The University of Akron
Western Michigan University
Williamsport Area Community College

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COUNSELING

Special Notes: 1 - Academic
2 - Personal
3 - Career
4 - Social

Albany State College (1, 2, 3, 4)

Allentown College of St. Francis de Sales
(1, 2, 3, 4)

Alvin Community College (1, 2, 3, 4)

Amarillo College (1, 2, 3, 4)

Anchorage Community College (1, 2)

Appalachian State University (1, 2, 3, 4)

Armstrong State College (1, 2, 3)

Benedictine College (1, 2, 3, 4)

Black Hills State College (1, 2, 3)

Bloomfield College (1, 2)

Brescia College (1, 2, 3, 4)

Burlington County College (1, 2, 3)

Butler Community College (3)

Cazenovia College (1, 2, 3, 4)

Central College (1, 2)

Chattanooga State Technical Community College
(1, 2)

Cincinnati Technical College (1, 2, 3, 4)

Clinton Community College (1, 2, 3, 4)

College of St. Mary (1, 2, 3, 4)

College of St. Thomas (1)

Community College of Vermont (1, 2)

Copiah - Lincoln Junior College/Natchez Campus
(1, 2, 3)

Copiah - Lincoln Junior College/Wesson Campus
(1, 2, 3)

Cornell University (1, 2)

Cumberland College (1, 2, 3, 4)

Cumberland County College (3)

Delgado Community College (1, 2)

Drake University (1)

Eastern Arizona College (1, 2, 3)

Eastern New Mexico University (1, 2, 3, 4)

Eastern New Mexico University, Roswell (1, 2, 3, 4)

Fort Steilacoom Community College (1, 2, 3, 4)

Fredonia State University College (1, 2, 3, 4)

Gardner-Webb College (1)

Garland County Community College (1, 2, 3)

Genesee Community College (1, 2, 3, 4)

George Corley Wallace State Community College (1, 2, 3, 4)

Georgia Southwestern College (1, 2, 3, 4)

Glassboro State College (1)

Gloucester County College (1, 2, 3, 4)

Golden Triangle Vocational Technical Center (1, 2, 3, 4)

Grand Rapids Junior College (1, 2, 3, 4)

Greater Hartford Community College (1, 2, 3)

Greenfield Community College (1, 2, 3, 4)

Greenville Technical College (1, 2, 3)

Guilford Technical Community College (1, 2, 3, 4)

Harrisburg Area Community College (1, 2, 3, 4)

Hawaii Pacific College (1, 2)

Hawkeye Technical Developmental Education Program (1, 2, 3, 4)

Henderson County Junior College (1, 2)

Highline Community College (1, 2, 3, 4)

Horry - Georgetown Technical College (1, 2, 3, 4)

Howard University (1, 2)

Indiana Vocational Technical College (1, 2, 3, 4)

Indiana Vocational Technical College, Terre Haute (1, 2, 3, 4)

Iowa Lakes Community College (1, 3)

Iowa Valley Community College District (1, 2, 3, 4)

Jacksonville State University (1)

Jefferson College (1, 2, 3, 4)

Kapiolani Community College (1, 2)

Keene State College (1)

Kennesaw College (1, 2, 3)

Kentucky Wesleyan College (1, 2, 3, 4)

Keystone Junior College (1, 2)

La Salle University (1, 2, 3, 4)

ees College (1, 2, 3, 4)

louisiana Tech University (1, 2, 3)

urleen B. Wallace State Junior College
(1, 2, 3, 4)

ansfield University (1, 2, 3, 4)

ercer County Community College (1, 2, 3, 4)

issippi Valley State University (1)

issoula Vocational Technical Center (1, 2, 3, 4)

itchell College (1)

ohawk Valley Community College (1, 2)

ount Wachusett Community College (1, 2, 3, 4)

urray State University (1, 2, 3, 4)

ational College of Education (1)

iagara University (1, 2, 3, 4).

orth Carolina A & T State University (1)

ortheast Technical Community College
(1, 2, 3, 4)

orthwest Missouri State University (1, 2, 3, 4)

berlin College (1, 2, 3, 4)

hio University (1, 2, 3, 4)

aris Junior College (1, 2, 3, 4)

sylvania State University (1, 2, 4)

iedmont Technical College (1, 2, 3)

ima Community College (1, 2, 3, 4)

oint Park College (1, 2, 3, 4)

rdue University, Calumet (1, 3)

rdue University, North Central (1, 2, 3, 4)

andolph Technical College (1, 2)

egis College (1, 2)

ichard Bland College of The College of
William and Mary (1)

io Salado Community College (2,3)

ochester Institute of Technology (1, 2, 3, 4)

ockland Community College (1, 2, 3, 4)

aint Vincent College (1, 2, 3)

alt Lake Skills Center (1, 3)

ampson Technical College (1, 2, 3, 4)

an Diego State University (1, 2)

anta Barbara City College (1, 2, 3)

avannah State College (1, 2, 3)

hippensburg University (1, 2, 3, 4)

Sinte Gleska College (1, 2, 3, 4)

Slippery Rock University (1, 2, 3, 4)

Southeastern Louisiana University (1, 2, 3, 4)

Southern University, Junior Division (1, 2, 3, 4)

Southern University of New Orleans (1, 2, 3, 4)

SUNY Agricultural and Technical College (1, 2, 3, 4)

Tacoma Community College (1, 2, 3, 4)

Tallahassee Community College (1, 2, 3)

Terra Technical College (1)

Trident Technical College (1, 3)

Triton College (1, 2, 3, 4)

Troy State University (1, 2, 3, 4)

Union College (1, 2, 3, 4)

University of California at Davis (1, 2, 3, 4)

University of Dayton (1, 2, 3, 4)

University of Evansville (1, 2, 3)

University of Georgia (1, 2, 3, 4)

University of Hartford (1, 2)

University of Hawaii, Manoa (1, 2, 3, 4)

University of New Haven (1, 2)

University of New Mexico (1, 2, 3, 4)

University of Pittsburgh (1, 2, 3, 4)

University of Southwestern Louisiana (1, 2, 3, 4)

University of Tennessee at Martin (1, 2, 3, 4)

University of Texas, Austin (1, 2, 3, 4)

University of Texas, El Paso (1, 2, 3, 4)

University of Toledo, University Community and Technical College (1, 2, 3, 4)

University of Wisconsin - Eau-Claire (1, 2, 3, 4)

University of Wisconsin - La Crosse (1, 2, 3)

University of Wisconsin - Waukesha (1, 2, 3, 4)

Vermont Technical College (1, 2, 3)

Western Michigan University (1, 2, 3, 4)

Williamsport Area Community College (1, 2, 3, 4)

Windward Community College (1, 2, 3, 4)

ADVISEMENT

Albany State College	Cumberland College
Allentown College of St. Francis de Sales	Cumberland County College
Alvin Community College	Delgado Community College
Amarillo College	Eastern Arizona College
Appalachian State University	Eastern New Mexico University
Benedictine College	Eastern New Mexico University, Roswell
Black Hills State College	Gardner-Webb College
Cazenovia College	Genesee Community College
Chattanooga State Technical Community College	George Corley Wallace Community College
Cincinnati Technical College	Glassboro State College
Clinton Community College	Gloucester County College
College of St. Mary	Golden Triangle Vocational Technical Center
Columbus College	Grand Rapids Junior College
Community College of Vermont	Greenfield Community College
Copiah-Lincoln Junior College/Natchez Campus	Greenville Technical College
Copiah-Lincoln Junior College/Wesson Campus	Guilford Technical Community College
Cornell University	Harrisburg Area Community College

Henderson County Junior College
Horry - Georgetown Technical College
Indiana Vocational Technical College
Jacksonville State University
Jefferson College
John Wood Community College
Keene State College
Kennesaw College
Kentucky Wesleyan College
Louisiana Tech University
Lurleen B. Wallace State Junior College
Mercer County Community College
Minneapolis Community College
Niagara University
North Carolina A & T State University
Northeast Technical Community College
Northwest Missouri State University
Oberlin College
Ohio University
Paris Junior College

Pennsylvania State University, Schuylkill Campus
Piedmont Technical College
Pima Community College
Purdue University, North Central
Randolph Technical College
Regis College
Richard Bland College of The College of
William and Mary
Rio Salado Community College
Rochester Institute of Technology
Rockland Community College
Saint Peter's College
Saint Vincent College
Salt Lake Skills Center
Sampson Technical College
San Diego State University
Santa Barbara City College
Shippensburg University
Sinte Gleska College
Slippery Rock University

Southeastern Louisiana University
Southern University at New Orleans
SUNY Agricultural and Technical College
Tacoma Community College
Terra Technical College
Trident Technical College
Triton College
Troy State University
Union College
University of California at Davis
University of Dayton
University of Evansville
University of Hartford
University of New Haven
University of New Mexico
University of Pittsburgh
University of Southwestern Louisiana
University of Tennessee at Martin
University of Texas, Austin

University of Texas, El Paso
University of Toledo, University Community and Technical College
University of Wisconsin - Eau-Claire
University of Wisconsin - La Crosse
University of Wisconsin - Waukesha
Vermont Technical College
Western Michigan University
Williamsport Area Community College
Windward Community College

COUNSELOR TRAINING

Anchorage Community College

Appalachian State University

Eastern Arizona College

Jacksonville State University

Lees College

Mansfield University

Oberlin College

Shippensburg University

Slippery Rock University

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PEER COUNSELING

Eastern Arizona College

Eastern New Mexico University, Roswell

Grand Rapids Junior College

Greenfield Community College

Missoula Vocational Technical Center

Oberlin College

Santa Barbara City College

Shippensburg University

Slippery Rock University

University of California at Davis

University of Dayton

University of Texas, Austin

University of Texas, El Paso

Western Michigan University

ESL

Amarillo College

California State University, Fullerton

California State University, Long Beach

Cumberland County College

Delgado Community College

Eastern Arizona College

Eastern New Mexico University, Roswell

Fort Steilacoom Community College

Glen Oaks Community College

Greater Hartford Community College

Greenville Technical College

Harrisburg Area Community College

Hawaii Pacific College

Highline Community College

Indiana Vocational Technical College

Jacksonville State University

Jefferson Community College

Kentucky Wesleyan College

La Salle University

Mercer County Community College

Minneapolis Community College

Mohawk Valley Community College

National College of Education

Northwest Missouri State University

Paris Junior College

Pima Community College

Prairie State College

Purdue University, North Central

Rio Salado Community College

Rochester Institute of Technology

Salt Lake Skills Center

Santa Barbara City College

Southern University at New Orleans

SUNY Agricultural and Technical College

Tacoma Community College

Triton College

Troy State University

University of Texas, Austin

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - Waukesha

Western Michigan University

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LEARNING DISABLED

Amarillo College	Murray State University
Appalachian State University	Northeast Technical Community College
Brescia College	Ohio University
Clinton Community College	Pennsylvania State University
Columbus College	Pima Community College
Fort Steilacoom Community College	Prairie State College
Genesee Community College	Purdue University, North Central
George Corley Wallace State Community College	Regis College
Greenfield Community College	Rochester Institute of Technology
Hawkeye Technical Developmental Education Program	Rockland Community College
Highline Community College	Salt Lake Skills Center
Indiana Vocational Technical College	Sampson Technical College
Indiana Vocational Technical College, Terre Haute	Santa Barbara City College
Iowa Lakes Community College	Southern University at New Orleans
Iowa Valley Community College District	SUNY Agricultural and Technical College
Keene State College	Trident Technical College
Mitchell College	Triton College
Mount Wachusett Community College	Troy State University
	University of New Haven

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University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Wayne General and Technical College/The
University of Akron

Western Michigan University

Windward Community College

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EVALUATION

Alabama Agricultural & Mechanical University	California State University, Fullerton
Albany State College	California State University, Long Beach
Allentown College of St. Francis de Sales	Cazenovia College
Alvin Community College	Central College
Amarillo College	Chattanooga State Technical Community College
Anchorage Community College	Cincinnati Technical College
Appalachian State University	Clinton Community College
Armstrong State College	College of Lake County
Asbury College	College of St. Mary
Auburn University at Montgomery	College of St. Thomas
Benedictine College	Columbus College
Berea College	Community College of Vermont
Bergen Community College	Copiah - Lincoln Junior College/Natchez Campus
Black Hills State College	Copiah - Lincoln Junior College/Wesson Campus
Bloomfield College	Cornell University
Brescia College	Cumberland College
Burlington County College	Cumberland County College
Butler County Community College	Cuyahoga Community College

Dakota Wesleyan University	Greater Hartford Community College
Delgado Community College	Greenfield Community College
Drake University	Greenville Technical College
Eastern Arizona College	Guilford Technical Community College
Eastern New Mexico University	Harrisburg Area Community College
Eastern New Mexico University, Roswell	Hawaii Pacific College
Evangel College	Hawkeye Technical Developmental Education Program
Fort Steilacoom Community College	Henderson County Junior College
Fredonia State University College	Highline Community College
Gardner-Webb College	Horry - Georgetown Technical College
Garland County Community College	Howard University
Genesee Community College	Indiana Vocational Technical College
George Corley Wallace State Community College	Indiana Vocational Technical College, Terre Haute
Georgia Southern College	Iowa Lakes Community College
Georgia Southwestern College	Iowa Valley Community College District
Glassboro State College	Jacksonville State University
Glen Oaks Community College	Jefferson College
Gloucester County College	Jefferson Community College
Golden Triangle Vocational Technical Center	John Wood Community College
Grand Rapids Junior College	Kapiolani Community College

Keene State College	Northeast Technical Community College
Kennesaw College	North Idaho College
Kentucky Wesleyan College	Northwest Missouri State University
Keystone Junior College	Oberlin College
La Salle University	Ohio University
Lees College	Paris Junior College
Louisiana Tech University	Pennsylvania State University
Lurleen B. Wallace State Junior College	Pennsylvania State University, Schuylkill Campus
Mansfield University	Piedmont Technical College
Mercer County Community College	Pima Community College
Minneapolis Community College	Point Park College
Mississippi Valley State University	Prairie State College
Missoula Vocational Technical Center	Purdue University, Calumet
Mitchell College	Purdue University, North Central
Mohawk Valley Community College	Randolph Technical College
Mount Wachusett Community College	Regis College
Murray State University	Richard Bland College of The College of William and Mary
National College of Education	Ricks College
Niagara University	Rio Salado Community College
North Carolina A & T State University	

Rochester Institute of Technology	Terra Technical College
Rockland Community College	Trident Technical College
Saint Peter's College	Triton College
Saint Vincent College	Troy State University
Salt Lake Skills Center	Union College
Sampson Technical College	University of California at Davis
San Diego State University	University of Dayton
Santa Barbara City College	University of Evansville
Santa Fe Community College	University of Georgia
Savannah State College	University of Hartford
Schenectady County Community College	University of Hawaii, Manoa
Shippensburg University	University of Missouri - Columbia
Sinte Gleska College	University of Missouri - Kansas City
Slippery Rock University	University of New Haven
Southeastern Louisiana University	University of New Mexico
Southern University, Junior Division	University of Pittsburgh
Southern University at New Orleans	University of Southern Louisiana
SUNY Agricultural and Technical College	University of Tennessee at Martin
Tacoma Community College	University of Texas, Austin
Tallahassee Community College	University of Texas, El Paso

University of Toledo, University Community
and Technical College

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

University of Wisconsin - Whitewater

Vermont Technical College

Wayne General and Technical College/
The University of Akron

Western Michigan University

Williamsport Area Community College

Windward Community College

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FACULTY TRAINING

Albany State College	Delgado Community College
Allentown College of St. Francis de Sales	Eastern Arizona College
Alvin Community College	Fort Steilacoom Community College
Amarillo College	Garland County Community College
Anchorage Community College	Genesee Community College
Appalachian State University	Georgia Southwestern College
Armstrong State College	Gloucester County College
Bloomfield College	Golden Triangle Vocational Technical Center
Burlington County College	Grand Rapids Junior College
California State University, Fullerton	Greenfield Community College
California State University, Long Beach	Guilford Technical Community College
Clinton Community College	Harrisburg Area Community College
College of Lake County	Hawkeye Technical Developmental Education Program
College of St. Mary	Henderson County Junior College
Columbus College	Highline Community College
Community College of Vermont	Horry - Georgetown Technical College
Copiah - Lincoln Junior College/Natchez Campus	Indiana Vocational Technical College
Copiah - Lincoln Junior College/Wesson Campus	Jefferson College

Jefferson Community College
Kennesaw College
Keystone Junior College
La Salle University
Lees College
Louisiana Tech University
Mercer County Community College
Niagara University
Northwest Missouri State University
Oberlin College
Paris Junior College
Pennsylvania State University
Piedmont Technical College
Pima Community College
Regis College
Rio Salado Community College
Rochester Institute of Technology
Rockland Community College
Sampson Technical College
Santa Barbara City College

Santa Fe Community College
Shippensburg University
Sinte Gleska College
Slippery Rock University
Southern University, Junior Division
Southern University at New Orleans
Trident Technical College
University of Dayton
University of Southwestern Louisiana
University of Texas, Austin
University of Texas, El Paso
University of Wisconsin - Eau-Claire

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FINANCIAL AID

Albany State College	La Salle University
Allentown College of St. Francis de Sales	Lurleen B. Wallace State Junior College
Alvin Community College	Mercer County Community College
Appalachian State University	National College of Education
Brescia College	Oberlin College
Cazenovia College	Ohio University
Community College of Vermont	Purdue University, North Central
Fredonia State University College	Regis College
Garland County Community College	Rio Salado Community College
George Corley Wallace State Community College	Rochester Institute of Technology
Georgia Southern College	Rockland Community College
Greater Hartford Community College	Sampson Technical College
Greenfield Community College	Santa Barbara City College
Harrisburg Area Community College	Shippensburg University
Hawkeye Technical Developmental Education Program	Sinte Gleska College
Morry-Georgetown Technical College	Slippery Rock University
Jacksonville State University	Southern University at New Orleans
Keene State College	Tacoma Community College

Troy State University

Union College

University of California at Davis

University of Hawaii, Manoa

University of Missouri - Columbia

University of Texas, El Paso

University of Wisconsin - Eau-Claire

University of Wisconsin - La Crosse

University of Wisconsin - Waukesha

Western Michigan University

Windward Community College

INTERNATIONAL AND EXCHANGE

California State University, Fullerton

Cumberland County College

Rochester Institute of Technology

Santa Barbara City College

University of Evansville

Western Michigan University

Alabama Agricultural & Mechanical University	Glen Oaks Community College
Alvin Community College	Gloucester County College
Amarillo College	Greenville Technical College
Anchorage Community College	Harrisburg Area Community College
Appalachian State University	Henderson County Junior College
Auburn University at Montgomery	Howard University
Bergen Community College	Indiana Vocational Technical College, Terre Haute
Black Hills State College	Jacksonville State University
California State University, Fullerton	Jefferson College
California State University, Long Beach	Jefferson Community College
Cazenovia College	Keystone Junior College
Chattanooga State Technical Community College	Lees College
Clinton Community College	Lurleen B. Wallace State Junior College
Cumberland College	Mount Wachusett Community College
Fredonia State University College	National College of Education
George Corley Wallace State Community College	Niagara University
Glassboro State College	North Carolina A & T State University

Northeast Technical Community College	Troy State University
North Idaho College	University of New Haven
Paris Junior College	University of Southwestern Louisiana
Pennsylvania State University, Schuylkill Campus	University of Texas, Austin
Pima Community College	University of Texas, El Paso
Purdue University, North Central	University of Wisconsin - La Crosse
Regis College	University of Wisconsin - Whitewater
Ricks College	Vermont Technical College
Rio Salado Community College	Wayne General and Technical College/The University of Akron
Rochester Institute of Technology	Western Michigan University
Rockland Community College	
Saint Peter's College	
Sampson Technical College	
San Diego State University	
Santa Barbara City College	
Southeastern Louisiana University	
Southern University, Junior Division	
Tallahassee Community College	
Trident Technical College	
Triton College	

A V SERVICES

Alvin Community College	Mitchell College
Amarillo College	Niagara University
Burlington County College	Paris Junior College
California State University, Fullerton	Regis College
California State University, Long Beach	Saint Peter's College
Chattanooga State Technical Community College	SUNY Agricultural and Technical College
Clinton Community College	Trident Technical College
Glen Oaks Community College	Troy State University
Gloucester County College	University of Southwestern Louisiana
Greenville Technical College	Western Michigan University
Henderson County Junior College	
Howard University	
Jefferson College	
Kapiolani Community College	
Lurleen B. Wallace State Junior College	

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Golden Triangle Vocational-Technical Center
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Grand Rapids, Michigan 49503
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Hawaii Pacific College
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Greater Hartford Community College
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Hawkeye Technical Developmental Education Program
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Greenfield Community College
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Greenville Technical College
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Highline Community College
Pam Arsenault
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Guilford Technical Community College
Janie P. Stilling
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Post Office Box 309
Jamestown, North Carolina 27282
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Horry - Georgetown Technical College
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Conway, South Carolina 29526
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Howard University
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Indiana Vocational Technical College
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Indianapolis, Indiana 46202
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Indiana Vocational Technical College
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Iowa Lakes Community College
Ray Wiegert & Ellen Van Driel
19 South Seventh Street
Box 415
Estherville, Iowa 51334
(712) 362-2601

Iowa Valley Community College District
William Martin
Director
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Jacksonville State University
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Jefferson College
Tom Burke
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Jefferson Community College
Nancy L. Hoover
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109 East Broadway
Louisville, Kentucky 40202
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John Wood Community College
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(217) 224-6500

Kapiolani Community College
James Jeffryes
Assistant Dean of Instruction
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Keene State College
Susan Monroe Nugent
Coordinator, English Composition
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Mary Loghby
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Kentucky Wesleyan College
Ann Pollio
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Keystone Junior College
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Lees College
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Louisiana Tech University
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Lurleen B. Wallace State Junior College
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Mansfield University
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Mercer County Community College
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Mississippi Valley State University
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Missoula Vocational Technical Center
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Mitchell College
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Mohawk Valley Community College
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Murray State University
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National College of Education
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Niagara University
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North Carolina A & T State University
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SAMPLE LEGISLATION BY STATE

Our collection of state legislation and policy pertaining to developmental education is somewhat scant. Clearly the paucity of information is partly the result of the informal methods used to collect this material which were heavily dependent upon imposing on the time and resources of State Information Coordinators. Another significant factor, however, in the absence of information from many states, is that often the unique concerns of developmental education are neither directly nor inferentially addressed in state legislation or policies.

It is hoped that the documentation provided in this section will be useful to developmental educators in their advocacy for support from legislative bodies and governing boards. In general, state legislators are struggling with the issue of maintaining equal access to higher education while attempting to upgrade the quality of instruction offered.

In response to the 1980's focus on "excellence" in education, State Boards of Education are enforcing more rigorous high school graduation requirements and raising admission and retention standards in post-secondary institutions. As a result, a major issue addressed is articulation between high schools and colleges and universities regarding prerequisite competencies necessary for success in post-secondary vocational and academic programs.

Another major interest of boards and legislative bodies is toward distinguishing the

differentiated roles of community colleges, four-year colleges and universities. There may be emerging a trend to regard developmental programs as the exclusive responsibility of public schools and the two-year colleges, accompanied by a long range plan to eliminate developmental and remedial services from the four-year institutions.

Although confining developmental education to the role of community colleges reflects sound economic advantages, this action fails to account for the benefits of comprehensive developmental programs which reach beyond basic skills remediation. Not only does this approach ignore the support services appropriate to students at all levels of competence, but it also lacks sensitivity to the changing student population entering four-year institutions including increasing numbers of non-traditional students with special needs.

Testing and placement, credit for developmental coursework, and the reduction of student/faculty ratios in developmental classes are recurrent themes, as they have been throughout the history of developmental education. The current, though historically fluctuating, mode of operation leans toward competency testing as a college entrance requirement, mandatory placement in developmental programs, eliminating the award of credit for developmental coursework, and reduction of student/faculty ratios.

While the need for developmental education may be routinely acknowledged, there, however, is increasing concern regarding the effectiveness

of developmental programs. Further directions in the profession must emphasize making evaluation of developmental programs more consistent, conclusive and generalizable if we are to maintain and augment the support we currently enjoy. Now for a look at several states with legislation affecting developmental education.

Arkansas

Among 1984 agenda items for the Arkansas Board of Higher Education is an effort to lower class size in computer science, mathematics and basic skills.

"...The smallest class size is recommended for basic skills or developmental courses where students under-prepared for college work require intensive instruction."

The recommended student/faculty ratio is 12:1.

Items which have implications regarding developmental education included in recommendations by the Quality Higher Education Study Committee (Oct. 1984):

Recommendation 5: The higher admissions standards adopted by SBHE (State Board of Higher Education) in February, 1984, should be adopted by all four-year institutions not later than August, 1985.

Recommendation 6: An open door policy should be continued for admission to vocational or occupational courses or programs.

The 1983 recommendations from the Task Force on Admissions and Academic Standards refer to upgrading high school graduation requirements and college entrance requirements. References to developmental education include:

"For two-year institutions, open admissions should be maintained, but the college transfer program should assume the same levels of high school preparation required for admission to universities and senior colleges. Two-year college students in academic transfer programs who have not taken the high school courses recommended for college admission should take developmental courses which provide the expected background prior to taking the college course(s) in which they have deficiencies. As a general rule, the developmental courses will not apply toward baccalaureate degree requirements."

Recommendation #7: "While the improvement in student academic backgrounds which should result from these recommendations and other improvement activities may reduce the need for remedial instruction in the future, colleges and universities should not prematurely eliminate remedial activities. Colleges and universities should continually review high school curricula and entering student academic qualifications and make appropriate curricular adjustments in remedial programs."

Florida

Pending legislation in the State of Florida which either directly or indirectly effects developmental education reads as follows:

CSSB127/240/655 ADULT EDUCATION FEE WAIVERS (Education Committee, Margolis, Castor, Meek) Authorizes school districts and community colleges to waive fees for students in adult education programs who meet certain specified requirements; deletes limitation that persons 60 years or older may be served on a fee-waived basis only if space is available; authorize school boards and community colleges to waive fees for students in adult general and adult vocational education courses up to a maximum of 15 per cent (or a per cent established in the Appropriation Act) of total FTE's enrolled; requires districts and community colleges to submit annual reports to DOE of number and categories of students receiving fee waivers; authorizes and specifies special graduation requirements for adults working for high school diplomas. Referred to Senate Appropriations Committee.

CSSB381 LEARNING DISABLED DEVELOPMENTAL CENTER (Education Committee, Meek) Establishes Learning Development and Evaluation Center at Florida A&M University to provide support services to enhance learning of students diagnosed as learning disabled; creates an outreach component as a resource to other educational entities; creates an advisory council; requires an annual report on program participation and effectiveness; provides criteria for program services,

qualifications of program participants, services for post-secondary and secondary students; provides for funding through the general Appropriations Act. Referred to Senate Appropriations Committee.

HB 760 House Bill similar to above Senate Bill (Jamerson) (1) amendment providing that participants in the program shall be learning disabled students who meet eligibility criteria as defined by State Board of Education rule; (2) bill reported favorable, sent to Appropriations Committee.

SB 613 ADULT EDUCATION/COLLEGE PREP FUNDING (Meek) Provides that college prep instruction shall be funded at a rate of 1.5 times that rate for college credit courses; requires Commissioner of Education to submit a plan to implement a test to assess certain skills of students and to identify those students who would benefit from college preparatory instruction. Referred to Senate Education and Appropriations Committees. Considered by Education Committee April 25: (1) amended to provide for Commissioner to develop a plan to implement a common placement test at secondary level; (2) bill reported favorable, sent to Appropriations Committee.

HB 1075 HOUSE Bill similar to Senate Bill 613 (Young, Jamerson, Reddick) ...Provides for funding of college preparatory instruction in community colleges and designated state universities. . . Considered by Higher Education Committee, April 17: (1) bill reported favorable, sent to Appropriations Committee.

CSHB ADULT EDUCATION (K-12 Education Committee, Stewart, Metcalf, Reddick, L. R. Hawkins, Friedman, Mackenzie, Renke) With respect to the adult general education program, provides for courses that will enable adults to achieve an individual level of educational competence which is compatible with existing curriculum frameworks; specifies where vocational preparatory and college preparatory courses may be provided; revises certain criteria for participation in the program. Considered by committee, April 3: (1) approved two technical amendments; (2) amended to remove language authorizing college preparatory courses be provided by community colleges and school districts; (3) amended to provide college preparatory instruction shall be offered exclusively by community colleges (4) bill reported favorable, placed on House Calendar. On motion by Bell, April 11, bill removed from Calendar and referred to House Appropriations Committee. On motion by Wetherell, April 24, referred also to House Higher Education Committee.

(meaning department or division) of Developmental Studies. This department shall be charged with helping those students admitted to its program to attain pre-determined levels of competence in writing, reading and mathematics.

- B. The department shall have a separate budget and staff. The chairman (or academic officer responsible for developmental studies) shall report directly to the chief academic officer of the institution or his/her designee.
- C. Regents' guidelines specify that any entering freshman scoring below 330 on either the SAT or SAT-M shall be required to take an additional test prescribed by the Board to determine whether he/she will be a general admissions or developmental studies student. Institutions may set a higher SAT score criterion for such determination.

Currently the "additional test" is the Basic Skills Examination, an achievement test developed by the University System of Georgia.

- D. The Board of Regents shall establish minimum scores on each section of the prescribed placement test for determination of placement in Developmental Studies or for general admission. A student scoring below the System minimum on any section of the test shall be classified as a Developmental Studies student. Institutions may set higher minimum scores to be required on any section of the prescribed placement test.

Georgia

Section 300 - Academic Affairs Policies of the Board of Regents of the Georgia University System relative to the Developmental Studies

303.02 DEVELOPMENTAL STUDIES

Programs are as follows:

- A. Each institution in the University System of Georgia shall have a separate department

- E. Institutions may impose additional measures for placement of students in general admissions or developmental studies.
- F. Courses in the developmental studies program shall include but not be limited to English, reading, and mathematics. Institutions shall be responsive to the special needs of developmental studies students for personal, financial, academic and career counseling.
- G. Developmental studies departments shall provide academic advisement to ensure that students are informed about their developmental studies requirements and to interpret to the students Developmental Studies Regulations.
- H. No degree credit will be earned in developmental studies courses, but institutional credit will be awarded.
- I. Developmental studies students shall be required to take developmental studies courses designed to increase competency in areas where they have demonstrated weaknesses.
- J. Until developmental studies requirements have been satisfied, students shall not be permitted to take credit courses which require the content or the skills of the developmental studies courses as prerequisites. Institutions shall identify those courses which have one or more developmental studies courses as prerequisites.
- K. A student may not accumulate more than thirty (30) hours of degree credit before finishing developmental studies courses. A student who accumulates thirty (30) degree credit hours and has not successfully completed required developmental studies courses, may enroll only in developmental studies courses until requirements are successfully completed.
- L. In order to exit developmental studies courses, students must satisfy the institution's requirements for each prescribed course.
- M. To exit a developmental studies area (mathematics, reading, English), students must score at least the institutional minimum on the appropriate part of the prescribed test. An exit writing sample is also required in developmental studies English.
- N. Students who do not complete requirements for a developmental studies area (reading, English, mathematics) after four attempts shall be excluded from developmental studies and from programs which include courses for which there are developmental studies prerequisites. Institutions may devise stricted standards for excluding students who are not making satisfactory progress in completing their developmental studies courses.
- O. All time spent in developmental studies course work shall be cumulative within the University System. Students shall not be allowed more than four (4) quarters

in any one area. Each institution may establish re-entry policies for developmental studies students as long as a student is not considered for re-entry in any unit of the University System in less than one academic year from dismissal.

P. The grading system used in developmental studies courses shall be identical with that approved for credit courses within the University System with one exception, the addition of an "in progress" grade to indicate progress which while satisfactory is insufficient for exiting the course. The approved symbols, then, will be A, B, C, D, F, W, WF, S, U, V, K, I, and IP. Each symbol, except IP, will carry the same definition in developmental studies as in regular credit courses. Each institution may use any of these symbols which it deems appropriate for its program.

Q. Each institution shall have a transfer policy and apply it consistently to all former Developmental Studies students transferring to the institution.
(BR Minutes, 1972-73, pp. 533-37; 1978, p. 162; 1982-83, pp. 119-21)

Hawaii

Developmental Education is most directly addressed in a policy directive for community colleges issued from the office of the Chancellor for Community Colleges, University of Hawaii in May 1984. This directive, "New

Directions for the 80s' speaks to developmental education as follows:

Direction 4

Emphasizing Basic Academic Skills as a Foundation for Student Success

The open door to the community colleges brings a great diversity of students to campuses including many who lack the confidence and skills in reading, writing, speaking, computation and problem solving necessary to pursue their educational goals. Basic academic skills are essential, not only to student success in college and afterward, but also to the maintenance of quality in academic programs. The community colleges will continue to devote resources to Basic Skills improvement by:

- Supporting courses, learning laboratories, tutoring services, and other formal and informal activities which allow students to improve their ability to read, write, speak, listen and compute effectively.
- Incorporating basic skills development in a wide variety of courses in general education and vocational fields to reinforce skill improvement throughout the curriculum.
- Helping students understand that basic academic skills are necessary not only for success in college programs, but also for success in their work and personal lives after graduation.

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- Providing learning environments which will allow students to gain the self confidence and self discipline needed to achieve their educational goals.
- Continuing to refine and apply placement and diagnostic tests to assess individual strengths and weaknesses in academic skills and to encourage realistic academic expectations on the part of students.
- Developing partnerships with other educational groups, such as the State Department of Education, which provide foundations in basic education.

Idaho

Proposals in the Legislature which either directly or indirectly influence developmental education address the following issues:

1. Imposition of an admissions policy.
2. Redefinition of each state institution's role and mission, with eventual elimination of community college functions from universities.
3. Institution of a community college system, including the construction of three new community colleges.
4. Change in governance: shift from current Board of Education which oversees all public education (kindergarten through graduate school) to "Board of Regents" strictly to oversee universities and proposed community college system.
5. Charging extra fees for developmental courses.

The Statewide Committee on Admission and Retention Standards for Higher Education made the following recommendations pertaining to developmental education (Oct. 1984):

Developmental Education (Review Courses)

In the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. This projection is based on the assumption that: (a) the mean age of higher education's student population will continue to increase, and (b) the Board will adopt the proposed college preparatory curriculum. As a result of these changing circumstances, we have a responsibility to provide developmental education opportunities to those students admitted to higher education (e.g., Harvard's and Standford's review curricula).

It is recommended, therefore, that the Board review and revise as necessary its remedial education policy to ensure:

- A. Encouragement for institutions to offer review courses for those populations in need of developmental instruction;
- B. Elimination of review course fees which may discriminate against special populations (disadvantaged, older students, and in math classes -- women).

Illinois

Introduction

In Illinois, concern about adequate performance in basic skill areas by graduating high school students led to the passage of Senate Resolution 180 in 1977, which called upon the State Board of Education and the Illinois Board of Higher Education to report the extent of and need for remediation at all levels of Illinois public education. As a result of Senate Resolution 180, the Joint Education Committee developed policy recommendations which were subsequently adopted by both the Illinois Board of Higher Education and the State Board of Education. These resolutions are presented below:

Resolution No. 1

Within the structure of elementary and secondary education each school system should provide opportunities for all students to satisfactorily demonstrate reading, writing, and computational skills sufficient to enter college or the world of work. The local school board and administration should assume greater responsibility for informing children and parents of their progress and proficiency levels and about skill deficiencies beginning in the elementary grades and certainly at regular intervals throughout the middle and secondary levels.

Resolution No. 2

The State Board of Education should assist each local district in developing a

plan of early identification of problems in skill development and programs to correct those problems. The Illinois Office of Education should provide technical assistance to local districts in setting standards, identification of problems and corrective programs.

Each school district should set its own standards for the quality of education programs and goals, and seek the assistance of the Illinois Office of Education where appropriate to improve programs designed to enhance students' skills. Periodic reports of test results of students' progress should be prepared by the Illinois Office of Education and reviewed by the State Board of Education over the next two years to determine statewide students' progress.

Resolution No. 3

Remedial efforts should be continued at the postsecondary level as long as entering students are lacking the basic skills. As the emphasis on the basic skills begins to be reflected in the competency of entering postsecondary students, the universities should reduce their remedial programs. Programs maintained in the universities should be limited to a few otherwise qualified students in need of special assistance. No degree credit should be awarded for remedial coursework.

The role of state universities in offering remedial programs should be minimized over the next several years with the expectation that within five years remedial

programs at the state universities could be phased out.

In light of the distinction between special assistance programs and remedial education, it should be understood that this resolution does not address special assistance programs.

Special assistance programs are distinctively organized educational and related support services designed to increase the number of, retain, and graduate those students who are educationally and/or economically disadvantaged. Remediation, on the other hand, is a free-standing attempt to bring unprepared students to a level of basic skills necessary to pursue college level work and is not a distinctively organized and comprehensive effort to increase the number of, retain, and graduate disadvantaged students. Remediation is most often a single course designed to elevate a specific basic skill competence - arithmetic, writing, or reading - and, as such, is seldom an integrated part of a total college curriculum.

There are important distinctions between remedial and special assistance programs. The clientele of special assistance programs is drawn from those populations which historically have been denied the opportunity for betterment through education. Special assistance is designed to integrate the educationally and economically disadvantaged into the mainstream of university life. These programs are designed for students who, because of their backgrounds, have not received the educational opportunities

commonly obtained by the more fortunate. In addition to remedial courses, these programs offer other services such as counseling, academic and career advisement, and financial assistance. In this respect, remedial efforts may be necessary as one of the integral components of special assistance programs which are designed to increase the probability of success for educationally and economically disadvantaged students in college.

The clientele of remediation efforts, on the other hand, is not homogeneous and frequently is composed of individuals who have not learned basic skills for many reasons apart from educational and economic disadvantage. Remedial education can be viewed solely as a reiteration of basic skills previously presented to students.

Resolution No. 4

Within the structure of postsecondary education, it is the community colleges (with their open admission policies) that should respond to the remedial needs of the postsecondary student. Community colleges have viewed and should continue to view the remedial function with equal priority to its other missions such as baccalaureate, vocational, and technical education. The community college should be recognized as the postsecondary institution where deficiencies in basic skills of adults will be addressed. Degree credit should not be awarded for remedial coursework.

During the next five years, the

emphasis on remedial programs at the post-secondary level should be at the state community colleges. Community colleges should be increasing their role in remedial programs while the state universities are decreasing their role during this period.

With increased attention on student skill development by elementary and secondary school districts, eventually there should be less need for remedial programs at the community college level. At this time, community colleges can begin to de-emphasize their role in offering remedial programs.

Resolution No. 5

The State Board of Education with the assistance of the schools and the Illinois Board of Higher Education with the assistance of the universities and colleges should study the causes of the increase in the need for remedial education and take steps to alleviate the situation. Both boards also should take the initiative to disseminate information on educational programs that improve results for students, schools, and colleges.

In 1979, P.L. 81-803 was passed requiring the Board of Higher Education to report on the progress universities had made in reducing their remedial efforts. In response to this law, in June, 1981, the Board received a Status Report on Remediation in Higher Education showing the continuing need for remediation. The Board then adopted three additional resolutions:

1. The Board of Higher Education hereby requests that public university governing boards work with their universities to ensure that remedial coursework for regularly-admitted students and transfer students is reduced and that graduation credit for remedial coursework is eliminated. An assessment of efforts to phase out such coursework, an evaluation of the continued need for remediation in special assistance programs, and an evaluation of the effectiveness of remediation for special assistance programs should be reported by governing boards to the Board of Higher Education by July 1, 1983.
2. The Board of Higher Education hereby requests that the Illinois Community College Board, in concert with community colleges, evaluate policies and procedures related to providing remedial coursework and determine why transfer students from community colleges may be required to take remedial coursework in public universities. An assessment of the effectiveness of remedial courses should be reported by the Illinois Community College Board to the Board of Higher Education by July 1, 1983.
3. The Board of Higher Education hereby requests that the Joint Education Committee review this report and continue to study the causes and consequences of the need for remediation.

At the same meeting the Board requested that an interim report be prepared by June 1982 detailing whether public higher education institutions were continuing to grant credit for remediation activities. The interim report, received by the Board in July 1982, indicated that by the Fall of 1983 graduation credit would cease to be granted for remedial activities. Since that time, the Joint Education Committee has identified the issue of quality in Illinois education as a major focus for its activities during 1983. As a consequence, many of the major policy issues related to remediation will be examined in the context of the study on quality. This report reviews the current status of remedial offerings in Illinois higher education by the public community colleges and public universities.

Remediation in Illinois Public Universities and Community Colleges

Remediation Credit Hours. Nine out of twelve public universities offer some remedial coursework to a portion of their students. Universities which do not offer remediation courses are Governors State University, Sangamon State University and Northern Illinois University. Credit hours generated through remedial coursework consistently represent less than one percent of the total credit hours generated by public universities. Data . . . show that the total amount of remediation credit hours in public universities increased by 26 percent between FY 1978 and FY 1982. However, universities estimate that in FY 1983 there will be a decrease of 9,417 remediation credit hours (27 percent) from the FY 1982 level.

Community colleges offer a greater amount of remedial coursework than do universities. (A full report on remediation in community colleges can be obtained from the Illinois Community College Board.) Community colleges provide between 76 and 80 percent of the total remediation coursework offered by public institutions. Credit hours generated by public community colleges constitute approximately two percent of the total community college credit hours generated. There was an increase of 35 percent in the total amount of remediation credit hours offered by public community colleges between FY 1978 and FY 1982.

Type of Remediation. Data for the period from FY 1978 through FY 1982 show that the greatest remedial need in public universities has been for communication courses. However, the need for computation courses from FY 1981 to FY 1982 nearly equaled the need for communication courses. From FY 1978 through FY 1982, there was a marked increase in computation credit hours (21 percent) and a slight increase in communication credit hours (11 percent). Despite a dramatic increase in reading credit hours, the amount of reading credit hours taken by students was relatively small.

. . . Community college remedial coursework has been greatest in the computation area. However, the largest percentage increase in remediation from FY 1978 to FY 1982 was in communication credit hours (63 percent). The five-year increase was 30 percent in computation credit hours and 17 percent in reading credit hours. As with public

universities, the need for remediation in reading was relatively low.

Public colleges and universities together offer more credit hours in the computation skill area than in the communication and reading skill areas. The skill area showing the greatest increase in credit hours from FY 1978 to FY 1982 is the communication skill area.

Students Enrolled in Remediation. . . . In FY 1982, 68 percent of all enrollment in remediation courses in public universities was concentrated in three institutions located in or near the large metropolitan areas of Chicago and St. Louis: Chicago State University, 33 percent; University of Illinois at Chicago-University Center, 17 percent; and Southern Illinois University at Edwardsville, 18 percent. By the end of FY 1983, the percentage of remediation offered by these three universities is expected to increase to 80 percent of the total remediation offered by public universities.

Of the students enrolled in remediation classes in public universities between FY 1978 and FY 1980, approximately half were special assistance program students, about a third were regularly-admitted students, and about 20 percent were community college transfer students. However, in FY 1981 and FY 1982, the situation reversed itself, with approximately half being regularly-admitted students and about a third being special assistance students. This trend is expected to continue in FY 1983. There was a total remediation course enrollment increase of only six

percent from FY 1978 through FY 1982. There is an expected remediation course enrollment decline of 3,688, or 33 percent, between FY 1982 and FY 1983. . . .

The Illinois Community College Board investigated the reasons that transfer students from community colleges might be required to take remedial coursework in public universities. (Community college transfer students, as the previous data indicate, constitute about 20 percent of the total student population for which remedial coursework is provided.) This investigation, done in survey form, was carried out on a sample of 10 percent of the 1979 community college transfer students at each public university. The data from the survey . . . Only four percent of the sample (33 students) enrolled in remedial coursework after transferring to a public university. Two-thirds of these students do not complete an associate degree before transferring to universities. Most of the remaining students earn an associate degree in applied science, which is not designed as a degree for students wishing to transfer to a public university (10 students in the sample). Based on the analyses conducted by the Illinois Community College Board, it appears that an insignificant amount of remedial coursework in public universities is being taken by community college students who have completed the A.A. or A.S. baccalaureate transfer degrees.

Effectiveness of Remedial Coursework. The effectiveness of all remedial coursework was not examined in depth for purposes of

this report. . . The data regarding special assistance students who entered as freshmen in 1981-82 suggest that almost three-fourths of the entering special assistance students continue beyond the first year of college. In the years other than 1981-82, between 35-45 percent of the students either graduate or continue their academic pursuits. There is little fluctuation in the percentage of students dismissed for academic reasons, a fact which may indicate that students who are able to succeed in the first year have developed the academic skills which allow them to satisfactorily complete their studies at a given university. Since the percentage of students who withdraw because they are on academic probation has not been identified, the degree to which special assistance students are able to maintain satisfactory academic standing remains unclear.

Summary

Most remedial coursework in the public higher education sector is offered by community colleges. There was an increase in the amount of such coursework provided by the community colleges between FY 1978 and FY 1982. There was also an increase in the amount of remedial education provided by public universities during that time period, but a decrease is expected by FY 1983. Only a small amount of instructional effort by Illinois public colleges and universities is devoted to providing remedial coursework.

Community college students have been most likely to take remedial instruction in the computation area while in public

universities students were more likely to enroll in remedial composition courses. However, credit hours taken in the computation area is increasing in public universities. Regularly-admitted students now comprise about 50 percent of the students in public university remedial courses. There is evidence that community college transfer students who take remedial coursework in public universities are, for the most part, students who have not completed any degree or have completed a degree that is not designed for pursuing college-level baccalaureate coursework.

In conclusion, public community colleges and universities are in compliance with Board of Higher Education policies except for (1) the trend in public universities which indicates an increase in the amount of remedial coursework taken by regularly-admitted students, and (2) the inability of public universities to totally phase out remediation. It is likely that the increased need for remediation in higher education and, in particular, the increased need for remediation on the part of regularly-admitted students at the universities is part of the larger issue of the quality of high school preparation and the admission and academic performance requirements of public universities. This issue is being studied by the Joint Education Committee, and a report on the Quality of Illinois Education is forthcoming.

In response to Resolution No. 5;2, the Illinois State Community College Board issued a "Report on Remedial Education" in April, 1983

Highlights

Remedial education at the postsecondary level has received considerable scrutiny during the past five years. This report presents the results of an Illinois Community College Board (ICCB) policy and procedures review and analyzes the findings of two surveys administered by the ICCB in Fall 1982. The first survey, completed by all Illinois public universities, was designed to determine the extent to which students transferring from Illinois community colleges to Illinois universities may need remediation after transfer. The second survey sought to assess the effectiveness of remedial education programs in the Illinois public community colleges. The highlights of the report follow.

The ICCB policy and procedures review resulted in:

- A revision of ICCB Rules defining and governing remedial education and the adoption of Rules defining and governing the Disadvantaged Student Grant in order to strengthen remedial education programs within the Illinois community colleges.
- The reclassification to more appropriate instructional and funding categories of community college credit courses that do not conform to the revised definition of "remedial," effective for FY 1984.

The survey of Illinois public universities indicated that:

- Students who completed associate transfer degrees prior to transferring to the universities do not enroll in remedial coursework, while students who transfer before completing a degree or who complete an associate degree not designed for transfer may need remediation after transfer similar to freshmen entering the universities.

The survey of Illinois community colleges indicated that:

- The community colleges are providing comprehensive remedial programs consisting of both formal coursework and support services.
- The community colleges have instituted a variety of methods to identify students in need of basic skill remediation.
- The community colleges use a variety of methods to evaluate the effectiveness of remedial courses and services.
- The survey's attempt to obtain comparable outcome data statewide was limited due to the variety of program structures and student monitoring systems among the colleges and to the inadequacy of definitions in the instrument itself.

Although the Illinois community colleges have instituted many changes in the past three years to provide comprehensive remedial

programs within their districts and other changes are expected in the next several years, a more systematic means of validating the outcomes of remediation are needed. The ICCB's revision and adoption of Rules on remedial education, the Disadvantaged Student Grant, and program review and evaluation are important in setting future directions statewide. Additional steps by the ICCB may be needed to enhance the community colleges' abilities to fulfill their crucial role in remediating educational deficiencies of many Illinois citizens.

Governor James R. Thompson's 1986 Higher Education Budget includes among its goals to:

"Restore more adequate support for student assistance programs that help assure access to and choice among higher education opportunities."

that higher education should be available to 'late bloomers,' i.e., students who did not perform up to their capabilities in elementary and secondary schools, and returning adults whose academic skills need refreshing those students in need of remediation may be better and more efficiently served at the community college level than at the Regents' institutions.

Indeed, because of their open admissions policy, the merged area schools already enroll large numbers of students with academic deficiencies whose needs they must meet without sacrificing academic standards. The Subcommittee recommends that, to maintain educational quality, these institutions establish realistic admissions requirements to specific vocational and college transfer programs and then communicate them clearly to students and staff in secondary schools. Such statements of expectations would do much to dispel the common misapprehension that students in college vocational programs do not need strong academic skills. The Subcommittee further recommends that to maintain the open door - to ensure true equality of opportunity for those who do not yet meet program requirements - the merged area schools offer comprehensive developmental studies programs which include academic assessment, mandatory enrollment in appropriate remedial coursework, an advising system that integrates the developmental student into the educational system, and reinforcement of basic skills in all classes. These developmental programs will require strong commitment from area school administrators and faculty members, cooperation in

Iowa

Developmental Education is explicitly addressed in the 1984 report from the Iowa Legislature's Excellence in Education Task Force, "First in the Nation in Education," pp. 16,17.

"Recommendations. . .

19. While the subcommittee strongly believes that any institution of higher education which admits a student with a serious deficiency in the basic academic competencies is obligated to provide appropriate remedial programs and

articulating standards from the Regents' institutions, and adequate funding from the Legislature. But they are essential if people of Iowa want to promote both equality of opportunity and educational excellence."

Kentucky

Programs and legislation which are planned or already implemented affecting Developmental Programs in Kentucky:

The Professions Education Preparation Program (PEPP):

Students from counties which are underserviced medically who have an interest in entering health-related professions are recruited for a special program held during the summer between their graduation from high school and their entry into college. Their work is also monitored during the four years of matriculation, and they are given special help to succeed. They are also given tutoring before taking MCAT and DAT tests. In return, they are expected to return to their home counties for at least two years after their graduation from medical or dental school.

Higher Education Desegregation Plan:

Colleges in Kentucky are being required to take a stand on attracting and retaining minority students. Colleges are mandated to provide opportunities not only to get into college but to progress to the diploma stage. Colleges are expected to provide

academic and social aid for minority students to succeed in college. This action is in response to the Federal directives to end segregation in Kentucky institutions of higher education.

Minimum Academic Standards:

High school students in Kentucky will soon be required to meet minimum academic standards to enter universities. A pre-college curriculum has been mandated for the public schools. There is evidence of correlation between students following the pre-college curriculum and retention, success and progress toward graduation when these students reach college.

Funding Formula Request:

Plans are being made for a funding formula to be presented to the Legislature. It will include a request for a \$200 allowance for every student who needs developmental help in college.

Value Added Testing:

Under the proposal under consideration, the state will determine how well colleges are doing - that is, how much the student has improved because of being on campus. Kentucky has the lowest level of educational attainment in the nation in studies of adults twenty-five and older. Barely 50 percent of this group has a high school diploma. Strong feelings of empathy have been expressed by the Council on Higher Education for the efforts of Developmental Educators and the difference their work might make in this statistic.

Michigan

December, 1984 report from the Governor's Commission on the Future of Higher Education in Michigan, "Putting Our Minds Together: New Directions for Michigan Higher Education"

Excerpts relevant to developmental education include:

Improving K-12 Education

"The Commission feels strongly that both two- and four-year public institutions must seize the opportunity to bring large numbers of nontraditional learners, for the first time, into the ranks of the college-educated." (pg. 7)

Adopting Minimum Admissions Standards

"Recommendation: That all the state's four-year colleges and universities adopt minimum admissions standards that are compatible with the high school graduation requirements recommended by the State Board of Education; and that local boards of education immediately implement these graduation requirements.

...To the extent that Michigan high school graduates are not equipped with the minimum competencies needed for college success, community colleges should have primary responsibility for remedial coursework."

Defining the Instructional Core

"Recommendation: that a minimum basic instructional core be adopted for undergraduates at all the State's colleges and universities; and that community college students seeking an associate degree also complete a core of courses. ...The Commission recommends the following as essential minimum outcomes of mandatory instructional core requirements at all of Michigan's public colleges, community colleges and universities:

- Fluency in use of the English language, including reading, writing, speaking, and listening, as well as comprehension of a foreign language.
- Understanding of the history of civilization with an emphasis on the western world.
- Knowledge of man, the biological world, the physical sciences and scientific reasoning.
- Awareness of the nature of a free society, with an emphasis on ethics and the responsibilities of citizenship.
- Exposure to the arts and humanities.
- Facility in mathematics and computer literacy.
- Skill in critical thinking and problem solving."

Minnesota

The Minnesota Higher Education Coordinating Board (HECB) convened a Task Force on Remedial and Skills Development Instruction in Postsecondary Education (1983).

Recommendations of Task Force:

A. Local school districts, in cooperation with the State Board of Education and the Department of Education:

Establish standards for high school graduation based on the mastery of skills and knowledge that would result in improved preparation for all students and particularly for those expected to enter postsecondary institutions.

Develop and implement assessment procedures throughout elementary and secondary education to identify those students who need additional instruction to meet the standards required for high school graduation.

Provide skills development opportunities throughout elementary and secondary education for those students identified in need of additional assistance to meet the standards.

Communicate to Minnesota secondary schools, students and parents guidelines used by postsecondary systems and institutions for defining which courses

are college-level and applicable toward undergraduate degree credit and which courses are considered remedial instruction.

B. The Coordinating Board:

During 1984, initiate and conduct a dialog with the postsecondary education systems and the leaders of the state government on the impact of their educational missions on admissions standards and on the need to provide remedial education. As missions are altered in the future, the systems and coordinating board should keep in mind the impact of remedial education.

Convene a task force composed of secondary and postsecondary faculty, academic officers and assessment specialists to develop guidelines for college-level instructional outcomes in reading, writing, and mathematics that should warrant undergraduate degree credit. The task force should report to postsecondary governing boards and the Coordinating Board no later than May, 1985.

Help communicate the guidelines developed by the task force to Minnesota secondary schools and students.

Provide recommendations on improving the quality of teacher education by conducting the teacher education study mandated by the 1984 Legislature and transmitting its report and proposals to the education committees of the Legislature by January 1, 1985.

C. Postsecondary Education Systems and Institutions:

Provide assessment procedures and remedial instruction for students they admit whose education record does not demonstrate the achievement needed to perform adequately in regular academic or vocational programs.

Implement within their credit policies by the 1986-87 school year the guidelines for college level instructional outcomes developed by the task force proposed above and communicate them to Minnesota secondary schools and students.

Contribute their resources and capabilities to the ongoing effort to enhance the quality and improve the outcomes of elementary and secondary education.

D. The Governor and Legislature:

Finance remedial instruction and support services in public postsecondary education institutions through regular state funding formulas and ensure that students enrolled in remedial instruction be eligible for state financial aid on the same basis of need and workload as other students.

Continue their efforts to support the development of appropriate graduation standards and skill development opportunities at the elementary-secondary level.

Encourage postsecondary systems and institutions to clarify their expectations for

elementary-secondary achievement that are necessary to meet standards for basic and special programs.

The 1983 Minnesota Legislature requested that the University of Minnesota, the State University System, and the Community College System review and recommend changes in their admissions policy. The Community College System maintained open admissions and adopted a policy of selective retention.

The Minnesota Community College System adopted a Mission Statement on January 4, 1984 which addressed developmental education:

"In carrying out its mission, the Minnesota Community College System provides:

5) Developmental Education (a) recognizing the need for some individuals to improve their basic learning skills in order to make satisfactory progress toward their educational objectives; and (b) supporting those individuals who, though lacking college preparatory backgrounds, have the potential to succeed with college-level academic work."

In response to the charge to provide assessment procedures listed in the Higher Education Coordinating Board Report on Remedial Skills Development and Instruction, the Community College System convened a meeting of faculty and administrators from all community college campuses in November, 1984. Each

campus received a special allocation from the System to set up and administer an assessment program in reading, writing and mathematics.

In March, 1985, the Higher Education Coordinating Board established a Task Force in Definition of College-Level Skills:

Charge

To specify the knowledge, skills and understandings in reading, writing and mathematics that should become the base levels of competency to be recognized with degree credit from Minnesota postsecondary institutions.

To clarify relationships between the educational achievement expected for all high school graduates and the achievement necessary to succeed in regular credit-bearing programs in colleges and vocational schools.

To develop criteria for evaluating the reading, writing and mathematics skills of entering postsecondary students so that institutions can identify those who will need special assistance to complete degree and certificate programs.

To suggest evaluation questions and methods to evaluate the effects of its recommendations

To transmit its final report with recommendations to the Higher

Education Coordinating Board, the state postsecondary institutions and systems, and the Commissioner and State Board of Education.

On April 11, 1985, the Minnesota Community College Board, after exchange of views with the Faculty Association, adopted a policy on remedial instruction:

Board Policy

Remedial instruction in academic skills, resulting in achievement at high school norms, shall be provided in community colleges at normal tuition and shall count toward financial aid eligibility.

Remedial "levels" shall be defined as instruction needed because the student is functioning below the achievement norms for high school students completing the commonly taken courses.

Community colleges shall assess the needs of students who enroll for twelve or more quarter credits for the first time, who show some evidence that they may need remediation. Assessment of other students shall be made as additional resources may be available.

Remedial courses shall be identified by the course numbering system, shall not count toward the first 90 quarter credits of an associate degree, nor be presented as applicable to higher degrees.

Community colleges may offer "adult

basic" education (elementary school norms) provided that cooperative arrangements are made with surrounding school districts which are funded by the state for this purpose. "Adult basic" instruction provided directly by the college shall be funded outside of the appropriation based on FYE enrollment. Such instruction shall not count toward the college's enrollment.

ADOPTED by Board for Community Colleges, April 11, 1985.

New Jersey

The long-range goal of the State Board of Higher Education (1984) is to significantly reduce the quantity and size of remedial programs at the college level.

Resolutions:

To raise high school graduation requirements to 11th grade proficiency.

To reaffirm policies on open admissions to county colleges, EOP programs, and "special admission" at four-year institutions.

To continue remedial programs at above institutions.

To define remedial and developmental courses as those that consist largely of topics taught at the high school level.

To eliminate the award of college credit for remedial and developmental courses.

To designate courses as remedial and developmental in catalogues, descriptions and transcripts.

To continue special funding to remedial and developmental programs as long as necessary.

To withhold the baccalaureate without demonstrated proficiency in writing and mathematics through intermediate algebra.

Pennsylvania

The Legislature provides ACT 101, the Higher Education Opportunity Act.

Definition: "Provides financial assistance to postsecondary institutions in serving disadvantaged students. Tutorial and counseling systems will be emphasized improving students with the skills needed to succeed in an academic environment. Act 101 funds are to be utilized to supplement or enhance existing funding for activities/programs designed specifically for the disadvantaged student.

Proposals under consideration by the Legislature include:

Proficiency testing in public schools (elementary and secondary), and funding for remedial programs to upgrade high school graduation standards

Financial support for part-time students.

Mandatory placement.

Proposed transfer credit within the State higher education system.

No college credit awarded for remedial work.

Propose prohibition of written standardized tests for admission of dyslexic applicants.

Exit competencies should be established for remedial coursework based on entry competencies of mainstream disciplines.

Virginia

In their recommendations on developmental education the Virginia State Council for Higher Education first clarifies the difference between remedial and developmental education for funding purposes. Adopting the differentiation used by K. Patricia Cross, remedial and developmental services are distinguished separately:

Remedial: Coursework offered at colleges and universities, but having the content and level of work required for high school students.

Provide for unified administration of programs.

Developmental: Advising, counseling and other support services designed to increase the likelihood that students will succeed in college.

Select appropriate faculty, and provide for further training.

Set time limits to remedial enrollment.

Exclude funding for students who hold BA or AA degrees or have accumulated 60 semester hours or 90 quarter hours of college credit.

Establish a common basic skills floor below which colleges will not attempt remediation. Articulate with Adult Basic Education programs.

Recommendations

Upgrade admissions standards.

Mandatory testing for students who cannot otherwise produce evidence of fundamental competencies.

Washington

Design additional assessment procedures to predict success in college to be sensitive to minority and disadvantaged students.

The Washington State Temporary Committee on Educational Policies, Structure and Management published a report in January, 1985, "The Paramount Duty" making

recommendations to the Legislature revamping the state's educational system. Recommendations which directly effect developmental education include:

9. High School Achievement Test, Diagnostic Testing, and Basic Skill Testing of Community College and Vocational Technical Institute students
3. Full-time students entering community colleges and vocational technical institute preparatory programs should be tested prior to program entry to ensure they have the academic skill levels necessary for program completion and employment success. Early identification of deficiencies and referral to remedial services should be a priority.
29. Remedial Assistance Program, Community College and Vocational Technical Institute Remedial Programs
2. Basic remedial and developmental education programs should remain in the community colleges and vocational technical institutes as a necessary part of the essential purposes of these institutions. Basic remedial courses and programs in four-year institutions (other than those associated with Equal Opportunity Programs) should be limited in number, directly

associated with preparation for advanced learning, non-credit bearing, and supported entirely by the tuition and fees from enrollments in these courses.

30. Adult Basic Education Program, Literacy Advisory Coalition, Literacy Assessments, and Federal Funding
4. The State Board for Community College Education should be designated as the sole state agency for Federal Adult Basic Education funds. The Board should assume responsibility for conducting the functions associated with these responsibilities, and the personnel necessary to conduct the Adult Basic Education administrative functions should be transferred from the state superintendent's office to the State Board for Community College Instruction.

Each of the above recommendations carry "high priority" designations. In addition, this report contains extensive recommendations regarding administrative organization, financial aid, recruitment of minority students and articulation with high schools which indirectly effect developmental education

The State Board for Community College Education rank basic skills and assessment as the second and third highest priorities in the 1985-75 budget requesting \$16 million to meet these needs.

Action packages within the State Board for

budget considerations include:

Changing the student/faculty ratio in developmental education from 1:35 to 1:20. This would provide \$7.2 million more for developmental students in the **State Community College System.**

Authorization of a staff position in the State Board Office for a developmental education coordinator.

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***The National Center For Developmental Education
At Appalachian State University***

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NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION

GENERAL INFORMATION

The Center

The mission of the Center is to provide resources for educators who work with academically underprepared adults in college and university settings.

The Center seeks to improve the quality of practice in the field of developmental education through specified services, instruction and training activities, publications, and research. The Center, widely recognized as the field's most comprehensive source of training and information, offers the following resources: services, instruction and training, publications, and research.

Services

Resources

Materials and Personnel -- The Center maintains an expanding collection of periodicals, research and technical reports, unpublished manuscripts, program descriptions and instructional aids of interest to the developmental educator. In addition, the Center has established, in conjunction with the Belk Library of Appalachian State University, a collection of professional books and other references in the field of developmental education.

The Center also operates a growing network of resource persons. This computerized network links experienced resource persons familiar with various aspects of developmental education with persons who have questions about the field. Access to this resource network is obtained by calling the Center and describing the specific area of interest. A Center staff member will make referral to one or more individuals who can supply specific information regarding that area of interest.

Consultation and Technical Assistance -- Through its residential and adjunct staff, the Center provides a small group of highly skilled consultants who are available to work with colleges and universities in all areas of developmental education. The Center has provided consultation and Title III services to colleges and universities throughout the eastern United States. For specific information regarding consultation and technical assistance, call or write the Center.

Workshops, Conferences and Symposia -- The Center, through periodic workshops, conferences, and symposia, contributes to the professional growth options available to personnel working with academically underprepared adults. The focus of Center-sponsored activities is on research, materials, techniques and practices that have proven effective in the field. Information about these activities may be obtained by writing and requesting placement on the Center's mailing list.

Instruction and Training

Kellogg Institute -- The nationally recognized Kellogg Institute provides an intensive summer training program followed by a semester-long practicum carried out on participants' home campuses. The Institute's summer session features four week-long workshops on the topics of instructional innovation, counseling and intervention, program evaluation, and program management. The workshops are led by carefully selected practitioners and theoreticians from across the country who live in residence with Institute participants. During the summer session, participants design a program development project in consultation with Institute staff and advisors from the ASU Department of Leadership and Higher Education. The project is then implemented during the fall or winter semester under the field supervision of ASU faculty.

Graduate credit is available through the Institute and all credits received are applicable to the Appalachian State University graduate programs in developmental education. Those who successfully complete the summer training session and the semester-long practicum - regardless of whether or not they elect to receive graduate credit - are certified as "Developmental Education Specialists."

Initially funded by the W. K. Kellogg Foundation, the Institute was supported for two years by a grant from the Fund for the Improvement of

Postsecondary Education (FIPSE). The Institute is now funded entirely through receipts and institutional support from Appalachian State University.

Graduate Programs in Developmental Education -- Appalachian State University was the first institution in the United States to offer graduate level training in developmental education. Both the Masters and the Educational Specialist degrees are available through the Department of Leadership and Higher Education. Qualified members of the Center staff hold graduate faculty appointments in Higher Education where they teach and advise students pursuing a degree in developmental education. The Center enhances graduate course offerings by providing opportunities for students to participate in Center-sponsored workshops, conferences, research, and publications.

Internships in Developmental Education -- Because the Center is engaged in a wide variety of activities at the local, regional, and national levels, it is well suited as an internship station for graduate students and others interested in short-term intensive training experiences in some aspect of developmental education. Internships are individually designed to provide experience in the area(s) most desired. One may register for credit through the Department of Leadership and Higher Education. ASU graduate students as well as practitioners from across the United States have interned at the Center. Inquiries are invited.

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Publications

Journal -- The Journal of Developmental Education is recognized as the definitive source of information serving educators concerned with the field.

Guided by a nationwide Board of Editors, the Journal publishes articles which focus on basic skills education but also treats adjacent field of knowledge.

Practice, theory, research, and news of interest to the postsecondary developmental and remedial education community are included in the Journal. Challenge and information characterize the Journal; to read it, request a subscription. To write for the Journal, request a copy of the "Authors' Guidelines." To evaluate it, request a complimentary copy. The Journal is published three times during the academic year.

Newsletter -- Research in Developmental Education (RIDE) is designed to review current research in areas relating to the practice of developmental education. Increasing interest and activity in the field has prompted this highly informative newsletter. Each issue includes a review of relevant research, a summary of research findings, and a list of suggested resources for learning about the topic under consideration. The subscription rate is \$9.50 per year. RIDE is published five times per year (September, November, January, March and May).

Research

Research Activities -- The Center and its staff have conducted or coordinated a variety of research projects, both sponsored and individual. The Center assisted the Council for the Advancement of Experiential Learning (CAEL) in conducting a national survey of the state of the art in developmental education; coordinated the National Association for Developmental Education (NADE) study on the effectiveness of developmental programs; and is coordinating a Delphi study on future directions in college learning assistance for Commission XVI of the American College Personnel Association (ACPA). The Center, its staff, and its resources are available to do contract research or to assist in research projects. The Center's collection of materials, reports, and descriptions of developmental programs are also available to researchers pursuing topics in the field of developmental education.

The Telementoring Project

The Center for Developmental Education of Appalachian State University has recently received a grant from the Fund for the Improvement of Post-secondary Education to deliver long-distance training to developmental educators. This training will be delivered through a variety of telecommunications techniques such as telephone conferencing, computer

networking, video tapes and slow scan teleconferencing.

During the 1985-86 academic year, the Center will be working with 8 to 10 developmental programs across the country as a pilot project. During the first stage of the project, Center staff will visit participating programs to conduct an assessment of training needs and orient program staff to the project. During the second stage of the project, programs will participate in a resource-sharing computer network, receive print materials and video tapes on training topics, and engage in two-way communication with Center staff to discuss training topics.

While training topics will depend, to some degree, on the needs of participating programs it is anticipated that training will be carried out in learning styles assessment, reality therapy techniques, and individualized instruction during the first year. Other training topics may include academic intervention, program evaluation, and academic advising.

The "Telementoring" Project represents one of the first attempts to conduct faculty and staff development in postsecondary education using long-distance technology. It is also the only project of its kind serving developmental educators.

The project is funded for three years. Following the pilot stage, additional participants will be added for 1986-87 and 1987-88. Ultimately the project will produce a variety of training materials for use by developmental educators and establish a training consortium of developmental programs interested in staff and faculty development activities.

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